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GARDNER-WEBB
UNIVERSITY

UNDERGRADUATE CATALOG
2014-2015

Table of Contents

5- Introduction to Gardner-Webb University	159- Department of Music
17- Degrees and Requirements	165- Department of Theatre Arts
26- Academic Definitions and Procedures Christian	166- Department of Visual Arts
32- Life and Service	192- Department of Communication Studies
34- Financial Aid	206- Department of English Language and Literature
74- Finances	220- Department of Mathematical Sciences
80- Academic Policies	233- Department of Natural Sciences
96- Admissions	247- Department of Physical Education, Wellness, and Sport Studies
105- Academic Advising	259- Department of Religious Studies and Philosophy
105- Student Development	278- Department of Social Sciences
112- Army Reserve Officers Training Corps (ROTC)	298- Department of World Languages, Literatures, and Cultures
113- Air Force Reserve Officer Training Corps (AROTC)	320- School of Preventive and Rehabilitative Health Sciences
113- Computer Facilities	337- Hunt School of Nursing
113- Dimensions	354- School Psychology and Counseling
113- NOEL Center for Disability Services	362- School of Education
114- First Year Programs	379- Directory and Appendices
114- University Honors Program	
114- Learning Enrichment and Assistance Program	
114- Retention	
114- Service Learning	
115- Study Abroad	
115- Undergraduate Research	
116- University Writing Center	
125- Broyhill Undergraduate School of Management of The Godbold School of Business	
156- College of Arts and Sciences	
157- School of Performing and Visual Arts	

Undergraduate Catalog

Catalog Requirements

The conditions and policies set forth in this catalog have binding effect upon the University and students for the academic year in which it is in force. The University reserves the right to make necessary changes and corrections. When changes are made in graduation requirements, the University accepts a moral obligation to provide students the conditions effective the year of their most recent continuous enrollment or an alternative which would not be punitive. Otherwise, all other requirements are effective and in force upon publication of changes.

Gardner-Webb

August 2014

Published annually at Boiling Springs, N.C. 28017.

Notice of Nondiscrimination

Various federal regulations, including the regulations implementing Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, require that each recipient of federal financial assistance, such as Gardner-Webb University, publish this Notice of Nondiscrimination. Gardner-Webb University does not discriminate on the basis of race, color, national origin, sex, disability, or age in employment for any of its programs and activities.

The person designated to oversee policies, procedures and complaints related to possible discrimination on the basis of sex (including sexual harassment and sexual misconduct) is the Title IX Coordinator. The Title IX Coordinator for Gardner-Webb University is

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For further information on this required notice of nondiscrimination you may visit the following website for the address and phone number of the Department of Education Office of Civil Rights office that serves your area or call 1-800-421-

3481. <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>

Introduction to Gardner-Webb University

History

Mission Statement

Accreditation

Campus and Buildings

INTRODUCTION TO GARDNER-WEBB

Gardner-Webb University is a coeducational, residential, church-related university on a beautiful campus in Boiling Springs, North Carolina. The University derives its name from O. Max Gardner, distinguished governor of North Carolina in the 1930s, and his wife, Fay Webb Gardner. The beauty of the campus and the quality of the academic program owe much to their example and leadership.

LOCATION

Gardner-Webb University is located in the Piedmont section of western North Carolina, one of the country's most desirable and rapidly developing areas. Set in the small rural town of Boiling Springs, Gardner-Webb offers a small-school atmosphere, close proximity to several major cities, and easy access to the recreational opportunities in the nearby Appalachian and Smoky Mountains.

The University is easily accessible, located only three miles from U.S. 74 and thirteen miles from Interstate 85. Nearby Shelby, a city of 21,000, is a thriving community known for its support of the arts and for the many state and national leaders it has produced. Just 45 miles east of Gardner-Webb is Charlotte, N.C., the fastest-growing city in the United States. Within an hour south of campus are the cities of Spartanburg and Greenville, S.C. The historically rich mountain city of Asheville, N.C., a cultural center of the region, is located just one hour to the west.

STUDENTS

Gardner-Webb University, founded by Baptists in 1905, has grown steadily to its current enrollment of nearly 5,000 students. Over 2,600 undergraduates come from 37 states and 21 foreign countries. Women compose 63% of the student population, and the student body includes several racial and socioeconomic groups. Gardner-Webb University admits students of any race, sex, religion, and national or ethnic origin without discrimination. This diversity enriches the life of the campus community and prepares students for engaged service and citizenship and their diverse communities.

PROGRAMS

Gardner-Webb University offers a comprehensive academic experience that introduces undergraduate and graduate students to the diverse world of ideas and to the people who think them, challenging students spiritually and intellectually and equipping them not only for professional success but for lives marked by empathy, compassion and a commitment to service on the broadest scale. All of the programs at Gardner-Webb are evaluated periodically by accrediting agencies to insure that standards of quality are maintained.

Gardner-Webb provides three distinct academic programs: the traditional undergraduate program, the Degree Completion Program (evening classes taught in a number of locations for graduates of two-year colleges), and graduate programs. Gardner-Webb University has a School of Graduate Studies offering M.A. degrees in several areas, the M.S. degree in nursing, the M.A./Ed.S. in Mental Health Counseling, and the M.B.A., I.M.B.A., M.W.T.M., and M.Acc degrees as well as the Ed.D. degree in Educational Leadership, Organizational Leadership, and in Curriculum and Instruction, and the D.N.P. (Doctor of Nursing Practice) degree; a School of Divinity offering the M.Div. and D.Min. degrees; a College of Health Sciences offering the Master of Physician Assistant Studies degree. For additional information on the DCP and Graduate programs, see the catalogs for each program.

The undergraduate on-campus program is designed to help the student gain maximum benefit by providing a balanced curriculum in general studies, a major field, minor(s) and selected electives. Students are encouraged to develop a proficiency in the oral and written use of the English language, an appreciation of cultural, social and scientific achievements, and an awareness of religion and history. The upper-level courses provide opportunities for concentration in the areas of special interest and in professional and career oriented fields. To meet such individual needs the academic program includes independent study and career internships.

Complementing the academic program at Gardner-Webb University is a broad range of student life programs and activities designed to enable students to develop their personal identities and to create lifetime friendships.

FACULTY

Gardner-Webb University is blessed with a dedicated staff and an excellent faculty, 80% of whom hold terminal degrees. The primary concern of the faculty is teaching. The faculty have been chosen because of their academic preparation, their Christian commitment, and their desire for excellence in teaching. Many of Gardner-Webb's faculty have honored the University with long years of service. The faculty is large enough to provide well-rounded academic programs. Yet a major strength of Gardner-Webb is that the University has remained small enough so that the relationship between faculty and students is friendly, informal and lasting. The faculty/student ratio is 1:13.

ACADEMIC CALENDAR

The University's academic year is divided into two semesters and a summer school. For undergraduate and most graduate students, the fall semester is a four-month term, ending prior to Christmas holidays. Following the four-month spring semester is a comprehensive summer school of two terms of five weeks each or, for some courses, one ten-week term. Evening classes both on-campus and at various off-campus locations are offered throughout the year.

Summer school serves the purposes mentioned above and also provides an opportunity for new students or students enrolled in other colleges to accelerate completion of degree requirements.

Various study-abroad programs complement the academic calendar.

The University offers workshops and seminars on a variety of topics and for a variety of groups throughout the year.

HISTORY

Gardner-Webb's journey from a boarding high school to a thriving regional University is marked by remarkable growth, great determination, and unyielding perseverance. In 1903, the Kings Mountain and Sandy Run Baptist Associations conceived a vision of an institution of learning where young students would enjoy "the best possible educational advantages under distinctive Christian influence." On December 2, 1905, the Boiling Springs High School, Gardner-Webb's predecessor, was chartered. Even today, the University's relationship with area churches is still strong.

The institution was transformed into a junior college in 1928, and only survived the catastrophic Great Depression through God's providential grace and the tireless efforts of numerous trustees and local champions of Christian education. Then in 1942, N.C. Governor and Shelby native O. Max Gardner began devoting time and energy toward strengthening and guiding the College. In recognition of his efforts, those of his wife, Fay Webb Gardner, and their families, the school's name was changed to Gardner-Webb College.

After World War II, the College experienced steady physical growth and academic development. New buildings sprang up, enrollments increased, and by the end of the 1960s, the College was ready to transition to a four-year institution. In 1971, Gardner-Webb earned its full accreditation as a senior college, and nine years later it began offering its first master's degree in education.

In 1978, the College became an early pioneer of modern distance education by launching the groundbreaking Degree Completion Program (Formerly Greater Opportunities for Adult Learners (GOAL). The Degree Completion Program enabled working adults to take evening classes close to home and complete their bachelor's degrees, a truly novel idea for its time.

Today, Gardner-Webb's DCP classes are available at 12 centers across North Carolina.

The institution officially became Gardner-Webb University in January 1993, and in 2001—four years shy of its centennial—the University began offering its first doctorate (Doctor of Ministry). Today, Gardner-Webb offers a host of undergraduate and graduate degree programs, including four doctoral programs in ministry, educational leadership, curriculum and instruction, and as of 2012, nursing practice.

In 2006, Dr. A. Frank Bonner was inaugurated as Gardner-Webb's 12th President, ushering in the University's latest era of remarkable growth. Under Bonner's leadership, Gardner-Webb has achieved record enrollments, built impressive new buildings like the newly opened Tucker Student Center, and earned national acclaim for academic quality and student achievement. Most important, though, the University has reaffirmed its commitment to the guiding and sustaining principles of faith, service, and leadership, and to preparing graduates for lives of lasting impact, "For God and Humanity."

PRESIDENTS

James Blaine Davis, 1928-30; Zeno Wall, 1930-32; James L. Jenkins, 1932-35; A.C. Lovelace, 1935-36; George J. Burnette, 1936-39; J.R. Cantrell, 1939-43; Philip Lovin Elliott, 1943-61; E. Eugene Poston, 1961-76; Craven E. Williams, 1976-86; M. Christopher White, 1986-2002; Frank R. Campbell, 2002-2005; A. Frank Bonner, 2005-.

MISSION STATEMENT

Gardner-Webb University, a private, Christian, Baptist-related university, provides outstanding undergraduate and graduate education that is strongly grounded in the liberal arts while offering opportunities to prepare for various professions. Fostering meaningful intellectual thought, critical analysis, and spiritual challenge within a diverse community of learning, Gardner-Webb is dedicated to higher education that integrates scholarship with Christian life. By embracing faith and intellectual freedom, balancing conviction with compassion, and inspiring a love of learning, service, and leadership, Gardner-Webb prepares its graduates to make significant contributions for God and humanity in an ever-changing global community.

STATEMENT OF VALUES

CHRISTIAN HERITAGE

Acknowledging One God – Creator and Sustainer of life, and Jesus Christ as Savior and Lord; committing to self-giving service displayed in Christ-like moral action that respects the dignity and value of every person.

BAPTIST HERITAGE

Affirming historic Baptist values such as the freedom of individual conscience and the right of people to worship God as they choose, the authority of Scripture in matters of faith and practice,

the priesthood of every believer, the autonomy of the local church, and the separation of church and state.

ACADEMIC EXCELLENCE

Encouraging visible enthusiasm for knowledge, intellectual challenge, continuous learning, and scholarly endeavors; inviting pursuit of educational opportunities within and beyond the classroom for the joy of discovery; and inspiring accomplishment within one's field of study.

LIBERAL ARTS

Offering broad-based exposure to the arts, humanities and sciences and to each field's unique challenges, contributions, and life lessons; complementing the acquisition of career-related knowledge and skills with well-rounded knowledge of self, others, and society.

TEAMWORK

Working collaboratively to support and promote shared goals, assuming responsibility willingly, meeting commitments dependably, handling disagreement constructively, and persevering despite distraction and adversity.

STUDENT-CENTERED FOCUS

Providing students an environment that fosters intellectual and spiritual growth; encourages physical fitness, service, social and cultural enrichment; strengthens and develops moral character; and respects the value and individuality of every student.

COMMUNITY ENGAGEMENT

Assisting campus, local, national, and global communities through education, outreach, and research; fostering dialogue and action in support of human welfare and environmental stewardship.

DIVERSITY

Studying and celebrating our world's rich mix of cultures, ideologies, and ethnicities; respecting and welcoming students without regard to ethnicity, gender, religious commitment, national origin, or disability.

AWARDS AND RECOGNITIONS

Gardner-Webb places a strong emphasis on academic excellence, and on the foundational values of faith, service, and leadership. Recently, Gardner-Webb has been recognized with several prestigious national awards celebrating the evidence of those values in our University life. The following are some of the most notable of those honors.

PRESIDENT'S COMMUNITY SERVICE HONOR ROLL

For five consecutive years, Gardner-Webb University has been named to the President's Higher

Education Community Service Honor Roll. The Honor Roll, launched in 2006, recognizes colleges and universities nationwide that support innovative and effective community service and service-learning programs.

U.S. NEWS AND WORLD REPORT

Gardner-Webb has been consistently selected by the U.S. News and World Report as one of America's Best Colleges, based on a wide range of categories including university mission, retention, academic quality and degree offerings. Most recently, Gardner-Webb's Online Graduate Business Program was ranked first in the nation for student services and technology, and was one of only 14 program nationwide to make the honor roll for overall quality.

CARNEGIE COMMUNITY ENGAGEMENT CLASSIFICATION

Gardner-Webb University was awarded the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching. The prestigious Classification recognizes those colleges and universities that exhibit an institutional commitment to community engagement and service.

AMERICAN COUNCIL OF TRUSTEES AND ALUMNI

In its annual "What Will They Learn?" Survey, the American Council of Trustees and Alumni ranked Gardner-Webb's core curriculum in the nation's top two percent for quality and breadth. Gardner-Webb was the only Carolinas institution and one of only 19 institutions nationwide to earn an "A" rating.

ACCREDITATION

Gardner-Webb University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award Associate, Baccalaureate, Master's, and Doctoral degrees. Inquiries to the Commission should relate only to the accreditation status of the institution and not to general admission information. In addition several departmental programs are accredited by the appropriate state or national agencies. The Education program is approved by the North Carolina Department of Public Instruction and accredited by the National Council for Accreditation of Teacher Education (NCATE, 2010 Massachusetts Ave. NW, Suite 500, Washington, DC 20036, 202-466-7496). The Music and Nursing programs are accredited, respectively, by the National Association of Schools of Music and the Accreditation Commission for Education in Nursing, Inc. (ACEN, 3343 Peachtree Rd. NE, Suite 850, Atlanta, GA 30326. Phone (404)975-5000, www.acenursing.org). The Associate Degree Nursing program is also approved by the North Carolina Board of Nursing. The M. Christopher White School of Divinity is accredited by the Association of Theological Schools of the United States and Canada. The Athletic Training Educational Program is accredited by the Commission on Accreditation of Athletic Training Education Programs (CAATE). The School of Business is accredited by the Association of Collegiate Business Schools and Programs (ACBSP). The Mental Health

Counseling and School Counseling graduate programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The University is authorized by the immigration authorities of the United States for the education of foreign students.

CAMPUS AND BUILDINGS

The Gardner-Webb campus is beautiful, spacious, and rich in natural resources. It is designed and equipped to serve its living and learning community. Over 200 acres of rolling landscape provide more than adequate space for buildings, playing fields and landscaped areas. Extensive building and improvement projects have been completed in recent years. The present living and dining facilities are designed to serve a resident student body of approximately 1,375. Among the campus facilities and buildings are the following:

ALUMNI HOUSE, located on Highway 150, provides offices for Gardner-Webb Alumni Relations, Annual Fund, and the Bulldog Club.

THE ART CENTER is located behind the Communications Studies Hall. This building houses classroom space for art studio, art education and numerous art production courses.

ATHLETIC FIELDS consist of many acres of practice and playing fields situated around the campus for football, baseball, soccer and softball. There is adequate space for all sports, intramural and intercollegiate.

BLANTON HOUSE serves as a significant presence of the University in Shelby, NC. It is listed on the National Registry of Homes. In 1981, the children of George and Ida Wood Blanton gave their family home to Gardner-Webb.

BOST GYMNASIUM AND SWIMMING POOL is part of the University Physical Development Complex. Renovated in 1999, it is named in memory of L.C. Bost of Shelby and Jean Bost Gardner. The facility contains basketball courts and classroom areas. The swimming pool, renovated in 1999, is heated and enclosed for year-round use.

BROYHILL ADVENTURE COURSE was funded by the Broyhill Foundation and constructed in 1999. The Alpine Tower, the Climbing Straight Wall, and the Rescue Exercise provide leadership training activities for students and other groups.

CAMPUS HOUSE was acquired in 1968, and an addition was made in 1974. The house provides residential and study space for 31 students.

COMMUNICATION STUDIES HALL, formerly the Boiling Springs Elementary School, was acquired in 1990. It houses the Communication Studies department, Art department offices and

Theatre department offices; the Millennium Playhouse; and classrooms for journalism, photography, television, radio, theatre, and art.

CRAIG HALL is named in memory of Hubert M. Craig, Sr., of Gaston County, a former trustee of Gardner-Webb University. The building was renovated in 1998 and houses classrooms and offices for the School of Education and English department.

DECKER HALL, housing 135 students, was named in memory of James Webb Decker Gardner, the son of the late Mr. and Mrs O. Max Gardner, Sr. Built in 1948, the three-story brick structure was completely renovated in 1986.

DOVER CAMPUS CENTER, constructed in 1966, was completely renovated in 1990 with additional renovations in 2006-07. It houses the cafeteria, several lounges, the financial planning center, Ritch Banquet Hall, and the undergraduate admissions offices, along with other office space. The building is named in memory of Charles I. Dover of Shelby.

DOVER MEMORIAL LIBRARY is named in memory of Mr. and Mrs. John R. Dover, Sr., pioneer industrialists of Cleveland County. The three-story structure, erected in 1974, is designed to provide seating for over 450 students. The library is equipped with computer technology which provides access to libraries around the world. The holdings include several special book collections, the most notable being the library of the local post-Civil War author Thomas Dixon, and the diaries and scrapbooks of the late Mrs. O. Max Gardner. The library houses the Belk-Ellis Computer Center, provided by the William Ellis family of Shelby, N.C., and the Belk Foundation. The recently renovated main floor showcases a modern, open floor plan with all new carpet and furniture, a display area for scholarly exhibits and galleries, and an upgraded vending area with hot and cold drinks, and fresh salads and sandwiches. Dover Memorial Library is also home to the Gardner-Webb Archives, located on the upper level. Rare photographs, historical manuscripts and university publications are available to all for viewing and research. These archives represent historical perspectives of Gardner-Webb University.

DOVER MEMORIAL CHAPEL is a graceful and inspiring structure which stands at the formal entrance to the campus. Erected in 1972, the interior features a 336-seat auditorium. The lower level houses administrative offices and classrooms.

ELLIOTT HALL, originally constructed in 1952, honors the memory of the seventh president of the University. Renovated in 1985, the building houses the [Hunt](#) School of Nursing and classrooms.

ELLIOTT HOUSE houses the University radio station, WGWG.org and University Communications.

FRANK NANNEY HALL is a 12,000-square-foot building and is home to the Noel Center for Disability Services and the Department of Social Sciences. The building consists of classroom space, production labs, testing centers and office space and is located near the Lake Hollifield Complex and the Boiling Springs. The building was finished in Summer 2008 and was made possible by many generous donations including a substantial lead gift from Frank Nanney, a Gardner-Webb trustee from Rutherford County.

GARDNER MEMORIAL HALL, completed in 1948, was constructed and furnished by the family of the late Governor O. Max Gardner. The building contains a recital hall, music studios and offices, classrooms, practice rooms, and a band room. This building is also home to the Music Department.

GARDNER-WEBB FOOTBALL CENTER, part of Spangler Stadium, contains a fitness center for GWU student-athletes, athletic training offices, football staff offices, a large multipurpose room for conferences and special events, and the Stadium press boxes, VIP suites, and observation decks.

GOLF CENTER, located one mile south of the main campus, provides office and locker facilities for the golf teams as well as a driving range for university and public use.

GRADUATE HOUSE, located on Memorial Drive, houses academic offices for the Graduate School.

GRADUATE ADMISSIONS HOUSE, located on West College Ave., provides offices for Gardner-Webb Graduate Admissions.

HAMRICK FIELD HOUSE, named in honor of V.F. Hamrick of Shelby, houses the coaching offices for Soccer and Track and Field, locker rooms and academic/athletic services.

HAMRICK HALL was built after World War I as a memorial to area residents who gave their lives for the cause of freedom. It was destroyed by fire and rebuilt in 1940. In 1943, the rebuilt structure was named in memory of E.B. Hamrick. In 1982, the building was placed on the National Register of Historic Places. In 1998, the building was completely renovated and now houses the Godbold School of Business, the Broyhill School of Management and the George Blanton, Jr., Auditorium with a seating capacity of 311.

HOEY-ANTHONY-PADGETT-YOUNG (H.A.P.Y.) HALL houses 78 students and was completely renovated in 1986. The central section of the residence hall was constructed in 1946, and the wings were added in 1948 to form an open quadrangle. The east wing is named in memory of the Reverend John W. Suttle of Shelby, and the west wing is named in memory of A.W. McMurry of Shelby. Hoey-Anthony is the first floor of the central building, named in

memory of Senator Clyde R. Hoey and his wife, Bess Gardner Hoey, of Shelby; and in memory of J.A. Anthony and his wife, Ollie Gardner Anthony, of Shelby. Padgett-Young is the second floor, named in memory of Tilden R. Padgett and his wife, Cleo King Padgett, of Forest City; and in memory of Dr. Guilford Young and his wife, Florence Jackson Young, of Forest City.

JOHN HENRY MOSS STADIUM, completed in 2010, includes a baseball stadium seating 587. The facility is named for John Henry Moss of Kings Mountain and the field is named in honor of Bill Masters of Shelby.

LAKE HOLLIFIELD COMPLEX is named in memory of Mr. and Mrs. Hughy H. Hollifield, Gardner-Webb alumnus and trustee respectively. The lake is surrounded by walking trails, picnic areas and a bell tower with a forty-eight-bell carillon.

LINDSAY HALL was completed in 1967 and completely renovated in 1992. This three-story structure was named in memory of David and Winifred Herbert Lindsay, of Rutherfordton. The building houses the M. Christopher White School of Divinity, the Religion department, the School of Psychology and Counseling, and classrooms.

LUTZ-YELTON CONVOCATION CENTER, completed in 1982, serves as the center of cultural and athletic activities for the area. Included in the Center is the 555-seat Kathleen Nolan Dover Theatre. The stage is fully equipped to handle all types of dramatic productions and concerts. Also included in the Center is the Paul Porter Arena, which seats approximately 3,000 for Runnin' Bulldog indoor sports and other events and meetings. Classrooms, offices for athletic administration and coaches, sports information, handball courts and athletic training facilities complete the Center.

LUTZ-YELTON HALL houses 91 students. Completed in 1963, the building is named for the former Lutz-Yelton Companies of Shelby.

MASTERS ATHLETIC FACILITY, formerly the Springs Athletic Facility, was renamed in 2011 to recognize the outstanding generosity and service of Bill and Sue Masters. It houses baseball and tennis offices, dressing facilities, and a batting tunnel for the baseball and softball teams.

MAUNEY HALL is a four-story brick structure completed in 1965. It houses 104 students and is named in honor of Mr. and Mrs. W.K. Mauney, Sr., and in memory of Mr. and Mrs D.C. Mauney of Kings Mountain.

MYERS HALL, named in memory of Albert G. Myers, Sr., of Gastonia, was completed in 1967. The two-story brick structure houses 62 students.

NANNEY RESIDENCE HALL, completed in 1967 and renovated in 1993, is a two-story brick

structure which houses 62 students. Nanney Hall is named in memory of C.P. and Irene B. Nanney of Gastonia.

NOEL HALL, built in 1992, is a two-story brick structure which houses the M. Christopher White School of Divinity and academic classrooms. The hall is named in memory of Dr. and Mrs. George T. Noel, of Kannapolis, N.C.

NOEL HOUSE was named in 1986 in memory of Dr. and Mrs. George T. Noel, of Kannapolis, N.C., and now houses the Department of World Languages, Literatures, and Cultures.

THE PLANT OPERATIONS OFFICES are located just south of the main campus on Highway 150.

POSTON CENTER, named for Dr. Gene Poston, Gardner-Webb's eighth president, contains a visitors' center, the Gardner-Webb Police Department offices and the Graduate School offices.

ROTC HOUSE, located on Memorial Drive, houses the Military Science Department and the Gardner-Webb ROTC program.

ROYSTER HALL, which houses 54 students, was formerly Royster Memorial Hospital. When the Crawley Memorial Hospital was completed in 1977, the one-story brick building was renovated for residence hall use.

SPANGLER MEMORIAL STADIUM, completed in 1966 and renovated in 2004, includes a football stadium seating 8,600, a track, and a fully equipped field house. The facility is named in memory of Ernest W. and Verna Patrick Spangler of Shelby. The field house is named in honor of V.F. Hamrick of Shelby.

SPANGLER HALL was constructed in 1968 and houses 93 students. The three-story brick building is named in memory of R. Patrick Spangler of Shelby.

SPRINGS ATHLETIC FACILITY, constructed in 2000, houses baseball and tennis program offices as well as baseball dressing facilities. Included in the facility is a batting tunnel for the baseball and softball teams.

STROUP HALL houses 101 students and was completely renovated in 1986. The three-story brick structure is named in memory of Mrs. Mae Cline Stroup.

STUDIO 150, located on Memorial Drive, houses offices and studios of music faculty.

SUTTLE HALL, the east wing of the H.A.P.Y. complex, is named in memory of the Reverend

John W. Suttle. It contains faculty and staff office space.

SUTTLE WELLNESS CENTER was completed in 2000 and is named in memory of J.L. Suttle, Jr., of Shelby, N.C. Added as a wing to the University Physical Development Complex, the Suttle Wellness Center contains a wellness/fitness center with state-of-the-art exercise equipment, a free weight room, an aerobics room and a student recreation area.

TUCKER STUDENT CENTER, located adjacent to the Lake Hollifield Complex, opened in 2012 and was named to recognize the substantial generosity of Bob, Carolyn and Lisa Tucker, longtime friends and trustees to the University. It serves as the central location for student services and houses the Student Development offices, the Gardner-Webb Campus Shop, the Campus Post Office, the Writing Center, a three-story climbing wall, a foodcourt-style dining area, a coffee shop, and the multifunctional Stewart Hall, named for the family of local entrepreneur and champion of Christian higher education, Frank Stewart.

UNIVERSITY COMMONS is a student apartment complex of ten buildings located on campus on Stadium Drive. Overlooking beautiful Lake Hollifield, the buildings were built in 1997, 1999, 2004, 2009, 2010, and 2011. It offers suite-style accommodations, including private bedrooms, for nearly 600 residents.

UNIVERSITY PHYSICAL DEVELOPMENT COMPLEX consists of the Suttle Wellness Center, the Bost Gymnasium and Pool, and the office suite for the Department of Physical Education, Wellness and Sports Studies.

WASHBURN HALL was purchased and completely renovated in 1990. The building contains the admissions and advising offices of the College for Extended Professional Studies (GOAL). It is named in honor of Dr. and Mrs. Gene Washburn of Boiling Springs, N.C. In fact, the building was formerly the location of Dr. Washburn's medical practice.

WASHBURN MEMORIAL BUILDING is a brick structure erected in 1941 by Seaton A. Washburn in memory of the Washburn families. Originally used as a library, the building was renovated in early 2009 and now serves as a clinical site for the School of Psychology and Counseling.

WEBB HALL was built by the O. Max Gardner Foundation in memory of Mrs. O. Max (Fay Webb) Gardner, her parents, grandparents, and great-grandparents. The first wing was completed in 1960, and the second wing was added in 1973. The building houses administrative offices, including the office of the president. In front of Webb Hall is the Suttle-Wall Tower of Light. The tower, built in 1969, is in memory of Joseph Linton Suttle and Dr. Zeno Wall.

WEBB TENNIS COMPLEX, constructed in 2000, is one of the premier tennis facilities in the

region. The twelve courts are ideal for intercollegiate and recreational play. The courts are lighted for evening play.

WILLIAMS OBSERVATORY, named in honor of Gardner-Webb's ninth president Dr. Craven E. Williams, was built in 1990. The observatory is host to numerous astronomy-related events throughout the year including regional conferences and public star-gazing events.

WITHROW MATHEMATICS AND SCIENCE HALL, named in memory of A.T. Withrow of Charlotte, has facilities for mathematics, biology, chemistry, and physics. The building was renovated in 2012 to add a new Science Laboratory Center, more than doubling the building's size and adding much-needed laboratory space and research technology for the sciences.

VISITOR'S INFORMATION

Visitors to Gardner-Webb University are welcome at all times. The administrative offices are open Monday through Friday from 8:00 a.m. until 5:00 p.m. Interviews and campus tours are available between the hours of 9:00 a.m. and 4:00 p.m. Monday through Friday or by appointment with the Admissions Office. Administrative officers and members of the faculty are available at other times by appointment. Those interested in scheduling personal visits should contact the Office of Undergraduate Admissions at 800-253-6472.

TRAVEL INFORMATION

Gardner-Webb University is in the town of Boiling Springs, N.C., a community just outside Shelby. The University is only 13 miles from Interstate 85 and three miles from U.S. 74. It is accessible to airline services at Charlotte, N.C., and Greenville-Spartanburg, S.C. The number is (704) 406-4000. The FAX number is (704) 406-4FAX (4329) .

WEB SITE

If a personal visit to campus is not possible, the University can be experienced on the Internet at **www.gardner-webb.edu**. Interested persons may log on to the website for all the latest information about campus life, academic programs, athletics and other events making news at GWU. Prospective students can take a campus tour, submit questions about the university, and even apply for admission through the web site.

Degrees and Requirements

UNDERGRADUATE DEGREES AND MAJOR FIELDS

The University offers degrees on both the undergraduate and graduate levels. See the graduate catalog for degree requirements for both doctoral and master's degrees. The following are the types of undergraduate degrees along with major fields of study offered by Gardner-Webb University:

BACHELOR OF ARTS (B.A)

American Sign Language	Journalism
Art	Missiology
Art Education (K-12)	Music
Biblical Studies	Philosophy and Theology
Communication Studies	Political Science
Discipleship Studies	Religious Studies
English	Social Sciences
English-Teacher Licensure (9-12)	Social Studies-Teacher Licensure (9-12)
English as a Second Language	Sociology
Teacher Licensure (K-12)	Spanish
French	Spanish-Teacher Licensure (K-12)
French-Teacher Licensure (K-12)	Theatre Arts
Global Studies	World Religions
History	Youth Discipleship Studies

BACHELOR OF FINE ARTS (B.F.A.)

Art

BACHELOR OF MUSIC (B.M.)

Music Education (K-12)	Music Composition
Music Performance	Sacred Music
Music with Emphasis in Business and Music Industry	

BACHELOR OF SCIENCE (B.S.)

Accountancy	International Business
Athletic Training	Marketing
Biology	Mathematics
Business Administration	Mathematics-Teacher Licensure (9-12)
Chemistry	Middle Grades Education (6-9)
Computer Information Systems	Physical Education/Health Education
Computer Science	Teacher Licensure (K-12)
Economics/Finance	Physician Assistant Track
Elementary Education (K-6)	Psychology
Environmental Science	Sport Management
Exercise Science	Sport Pedagogy
Healthcare Management	

BACHELOR OF SCIENCE IN NURSING (B.S.N.)₁₈

Nursing
R.N. to B.S.N.

ASSOCIATE IN SCIENCE (A.S.)
Nursing

DEGREE COMPLETION PROGRAM REQUIREMENTS

See Degree Completion Program Catalog for requirements for degree completion programs.

BACHELOR'S DEGREE REQUIREMENTS

Gardner-Webb University offers an academic program consisting of a minimum of 128 semester hours of credit for the bachelor's degree. The degree consists of a major field of concentration in the liberal arts or in a professional or preprofessional area, a general studies program, and elective courses. Some of the programs also require a minor field of concentration. To earn a baccalaureate degree the student completes the academic program on the following pages.

GENERAL STUDIES REQUIREMENTS

Consistent with the best practices of the higher education community, Gardner-Webb University's general education curriculum includes a series of broad and intensive learning experiences. These experiences have been carefully designed to meet a diverse set of learning goals, which in turn have been developed on the basis of the University's mission and heritage. Specifically, the faculty has identified seven major learning goals as the intended outcome of the general education curriculum.

Students who complete their studies at Gardner-Webb University will

- Gain knowledge of the heritage within which Gardner-Webb stands and to which it is committed—a heritage grounded in the integration of scholarship with Christian life and ethics;
- Experience sufficient breadth and depth in the Liberal Arts to provide the knowledge and skills necessary to make connections between and among disciplines;
- Develop communication skills;
- Learn to think critically;
- Develop information literacy skills;
- Gain knowledge about the mental, physical, and spiritual aspects of daily living;
- Gain knowledge about our world, including its diversity of cultures and viewpoints, and develop the skills needed for life and the practice of their future professions in a global community.

COMPLETION OF GENERAL STUDIES AS FOLLOWS:

**BASIC COURSE REQUIREMENTS FOR BACHELOR OF ARTS, BACHELOR OF FINE
ARTS, AND BACHELOR OF SCIENCE DEGREES** Semester Hours
Required

I. Dimensions of the Humanities (11-21 hours)

Composition, Literature, and Communication.....11-12

English Composition I (ENGL 101)*

English Composition II (ENGL 102)

Literature (one of the following: ENGL 211, 212, 231, 232, 251,252)

Oral Communication (one of the following: COMM 233, BADM 325,
THEA 330, EDUC 450, ENGL 270, RELI 354, or two semesters of
COMM 235 (debate)

Foreign Language.....0-9

The student must complete a foreign language through the first semester of the intermediate level (201). The number of hours required depends upon the student's entering competency level (either FREN 101, 102, 201; GERM 101, 102, 201; GREK 101, 102, 201; HEBR 101, 102, 201; SPAN 101,102, 201; SGLG 101, 102, 201).

Students with two or more units of a foreign language in high school typically begin at the 102 or 201 level; those with exceptional ability may satisfy the requirement through testing.

*Some students, based on test scores, must take CRLT 101 & ENGL 191 as prerequisites/corequisites for core courses in the general studies curriculum.

II. Dimensions of Faith.....6

Old Testament (RELI 101)

New Testament (RELI 102)

III. Dimensions of Heritage (15 semester hours)

Western Heritage.....6

Western Civilization I (HIST 101)

Western Civilization II (HIST 102)

Global Heritage: choose one of the following.....3

Global Understanding (SSCI 205)

Religion and Culture in a Global Perspective (RELI 245)	
American Heritage: choose two of the following.....	6
Economics and the Free Market System (ECON 203)	
The American Political Process (POLS 202)	
The American Century (HIST 245)	
Technology and American Society (COMM 230)	
 IV. Dimensions of Self (10 semester hours)	
Dimensions of University Life in a Global Society (UNIV 111).....	3
Dimensions of Personal Health (HLED 221).....	3
Physical Dimensions of Wellness – Choose one course from one of the following areas:.....	1
(Fitness) PHED 140-145	
(Lifetime Sports) PHED 150-159	
(Outdoor Adventure) PHED 160-165.	
Art Survey (ARTS 225) or Music Survey (MUSC 225) or Theatre Survey (THEA 235)...	3
 V. Dimensions of Scientific Inquiry (8 semester hours)	
Life Science (either BIOL 101, 104 or 111).....	4
Physical Science (either CHEM 103, 111 or 251; GEOL 101, 102, 105, or 106; PHYS 103, 104, 111, 203).....	4
 VI. Dimensions of Quantitative Analysis (3-4 semester hours).....	3-4
Choose one of the following: Fundamentals of Statistics and Probability (MATH 105), Finite Mathematics (MATH 110), Precalculus (MATH 150), Calculus (MATH 151), Calculus for Business and Social Sciences (MATH 219), Mathematics for Liberal Arts (MATH 120)	
Some students, based on test scores, must take MATH 100 as a prerequisite for core courses in the general studies curriculum.	
 VII. Dimensions (DIMS 111-116, six semesters).....	3
 BASIC COURSE REQUIREMENTS FOR BACHELOR OF SCIENCE IN NURSING DEGREE	
Semester Hours Required	
I. Dimensions of the Humanities (11-21 hours)	
Composition, Literature, and Communication.....	9
English Composition I (ENGL 101)	
English Composition II (ENGL 102)	
Literature (one of the following: ENGL 211, 212, 231, 232, 251,252)	
Oral Communication (Competency is met by NURS 307 in the major; no additional hours required.)	

Foreign Language.....	0-6
The student must complete a foreign language through the second semester of the elementary level (102). The number of hours required depends upon the student's entering competency level (either FREN 101, 102; GERM 101, 102; GREK 101, 102; HEBR 101, 102, 201; SPAN 101,102; SGLG 101, 102). Students with two or more units of a foreign language in high school/ typically begin at the 102 level; those with exceptional ability may satisfy the requirement through testing.	
II. Dimensions of Faith.....	6
Old Testament (RELI 101)	
New Testament (RELI 102)	
III. Dimensions of Heritage (15 semester hours)	
Western Heritage.....	6
Western Civilization I (HIST 101)	
Western Civilization II (HIST 102)	
Global Heritage: choose one of the following.....	3
Global Understanding (SSCI 205)	
Religion and Culture in a Global Perspective (RELI 245)	
American Heritage: choose two of the following.....	6
Economics and the Free Market System (ECON 203)	
The American Political Process (POLS 202)	
The American Century (HIST 245)	
Technology and American Society (COMM 230)	
IV. Dimensions of Self (10 semester hours)	
Dimensions of University Life in a Global Society (UNIV 111).....	3
Dimensions of Personal Health (HLED 221).....	3
Physical Dimensions of Wellness – Choose one course from one of the following areas:.....	1
(Fitness) PHED 140-145	
(Lifetime Sports) PHED 150-159	
(Outdoor Adventure) PHED 160-165.	
Art Survey (ARTS 225) or Music Survey (MUSC 225) or Theatre Survey (THEA 235).....	3
V. Dimensions of Scientific Inquiry (18 semester hours)	
Behavioral Science (PSYC 201, 206).....	6
Life Science (BIOL 105*, 203*, 204*)	12
* <i>Must have "C" or better</i>	

VI. Dimensions of Quantitative Analysis (3-4 semester hours).....3-4

Choose one of the following: Fundamentals of Statistics and Probability (MATH 105), Finite Mathematics (MATH 110), Precalculus (MATH 150), Calculus (MATH 151), Calculus for Business and Social Sciences (MATH 219), Mathematics for Liberal Arts (MATH 120)

VII. Dimensions (DIMS 111-116, six semesters).....3

**BASIC COURSE REQUIREMENTS FOR BACHELOR OF MUSIC DEGREE Semester
Hours Required**

I. Dimensions of the Humanities (6-15 hours)

Composition, Literature, and Communication...(6-9) 6 ED*, 6 MIBS*, 8-9 others)

ENGL 101 English Composition I3

ENGL 102 English Composition II3

ENGL 211, 212, 231, 232, 251, or 2520*-3

Literature OR

COMM 233, BADM 325, THEA 330,

*EDUC 450, MIBS 490, ENGL 270, RELI 354, or

two semesters of COMM 235 Oral Communication

(*Music Education Majors meet the COMM requirement through student teaching. Music Business students meet the COMM requirements through their internship and required journal oral presentation. SACS requires competency in the area of communication; therefore, B.M. students who choose to take literature rather than communication as part of the Dimensions of the Humanities will be required to present either a lecture-recital or a composition lecture-presentation during their senior year. These students will receive instruction in research and presentation in classes and private lessons prior to the public presentation. Additionally, all B.M. students are required to take 1 hour of vocal instruction and/or 1 credit of choral conducting in which they are taught proper use of the voice.)

Foreign Language 0-6

The student must complete 6 credits of foreign language study in the same language, or students may test out of the 102 level. If a student tests out of the foreign language requirement, the student must take 6 credits of electives in any field. Music Ed majors do not need to take electives if they test out of foreign language.

II. Dimensions of Faith.....6

RELI 101 Old Testament

RELI 102 New Testament

III. Dimensions of Heritage (9 ED, 9 MIBS**, 12 Others +)

Western Heritage.....6

HIST 101 Western Civilization I

HIST 102 Western Civilization II

Global Heritage – Choose one of the following:3

SSCI 205 Global Understanding

RELI 245 Religion and Culture in a Global Perspective

AND/OR

American Heritage – Choose one of the following:3

ECON 203 Economics and the Free Market System

POLS 202 The American Political Process\

HIST 245 The American Century

COMM 230 Technology and American Society

**Music Ed and Music Bus. majors are to take 2 Western Heritage and 1 American Heritage

+All other B.M. majors must take 2 Western Heritage, 1 Global Heritage, and 1 American Heritage

IV. Dimensions of Self (8 semester hours)

UNIV 101 First-Year Experience.....1

HLED 221 Dimensions of Personal Health3

Physical Dimensions of Wellness – Choose one course from one of the following areas:.....1

(Fitness) PHED 140-145

(Lifetime Sports) PHED 150-159

(Outdoor Adventure) PHED 160-165

MUSC 226 Music Literature3

V. Dimensions of Scientific Inquiry (4-8* semester hours)

BIOL 101 or 104 (Life Science).....4

CHEM 103 or 111; or GEOL 101, 102, or 105.....4

or PHYS 103, 104, or 201 (Physical Science)

*Music Ed Students required to take 8 credits; all other music majors required to take one lab science, 4 credits

VI. Dimensions of Quantitative Analysis (3-4 semester hours).....3-4

Choose one of the following: MATH 105, 110, 120, 150 or 151

VII. Dimensions3

DIMS 111-116, six semesters

THE MAJOR

Each candidate for a baccalaureate degree must choose a major field of concentration. This selection must be made before entering the junior year. However, students in education, music, natural sciences, nursing, and world languages should begin their major in their freshman year. Requirements for each major are listed with the courses of instruction.

Registration of the intention to major with a particular department is required. A request is submitted to the chair of the department. The academic advising of all declared majors within a department is the responsibility of the chair. This responsibility may be delegated to any faculty member within that department for that period of time which best serves the interest of the student.

A student may elect to complete more than one major. To do this the student meets the requirements of a primary major plus 30 semester hours or more in a secondary field as approved by the departmental chair of the secondary major. No course may be counted in both majors. A student graduating with a double major receives only one degree, that of the primary major. However, the transcript denotes both primary and secondary majors. A transfer student must complete at least one half of the major(s) at Gardner-Webb.

THE MINOR

Most academic programs do not require a minor. However, a student in a program not requiring a minor may optionally pursue any minor offered by the University. A minimum of nine hours of the minor must be taken from Gardner-Webb University. Requirements for this minor may be fulfilled by satisfactory completion of an interdisciplinary minor of eighteen hours with at least nine hours in one discipline, selected by the student or recommended by the major department. Credit hours that are used by a student to fulfill the requirements of the university core curriculum cannot be used by that same student to fulfill the requirements of the interdisciplinary student minor unless approved by the Curriculum Committee. Advisement regarding minor requirements will be the responsibility of the department of the student's major. Consultation with the chair of the minor is encouraged. Any deviation from catalog course requirements of a minor must be approved in advance by the chair or dean of the minor department or school and filed with the Degree Evaluator.

The minor field generally consists of 15-18 semester hours of academic work. A transfer student must complete at least nine hours of the minor at Gardner-Webb University. Requirements for each minor field are listed with the courses of instruction.

The following minor fields are available: American Sign Language, Art History, Biblical Languages, Biblical Studies, Biology, Business Administration, Chemistry, Christian History, Classical Languages, Communications Studies, Computer Science, Criminal Justice,

Discipleship Studies, Education Studies, English, Environmental Science, French, General Science, Global Studies, Graphic Design, Health Science, History, Journalism, Mathematics, Military Science, Mission Studies, Music, Philosophy and Ethics, Photography, Physical Science, Political Science, Professional Education (available for areas of licensure only), Psychology, Public Relations, Recreation, Sign Language Interpreting, Social Sciences, Sociology, Spanish, Sport Management, Studio Art, Theater Arts, Video & Film, World Languages, World Religions, Writing, and Youth Discipleship Studies.

ASSOCIATE DEGREE REQUIREMENTS

Gardner-Webb University offers an associate degree program in Nursing which requires a minimum of 72 semester hours for graduation. One semester hour of Dimensions for Nursing majors is required. No student may graduate with an associate degree with less than 64 semester hours, inclusive of specified Dimensions credit.

The student is required to take the final 24 semester hours at Gardner-Webb.

The student must have a minimum grade of “C” (2.00) on each course required in the major field. In Nursing, the student must have a minimum grade of “C” (2.00) on each nursing course and each science course.

A minimum grade point average of 2.00 on a 4.00 scale is required for graduation on all work attempted at Gardner-Webb.

The student bears the final responsibility for fulfilling all the requirements for the chosen degree program. It is the student’s responsibility to be familiar with the preceding requirements for graduation.

ACADEMIC DEFINITIONS AND PROCEDURES

THE SEMESTER HOUR

The semester hour is the basic unit of credit awarded for progress toward a degree. Gardner-Webb University defines a semester hour as a reasonable approximation of the student learning outcomes that can be achieved in the context of a course which requires 42-45 hours of student work including both contact time between student and faculty and the student’s independent work. While hours of work and contact time can provide guidance in the establishment of semester hour equivalencies, it is understood that the student achievement associated with semester hours can only be measured adequately in terms of documented qualitative and quantitative outcomes. The successful completion of a semester hour will always take into consideration expectations based on degree level, discipline, the type of learning experience (e.g., didactic, clinical, practica or internships), and the mode of delivery (e.g., face-to-face or online). This definition is a minimum standard that does not restrict faculty from setting a higher

standard that requires more student work per credit hour. This policy defines a semester hour at Gardner-Webb University in accordance with applicable federal regulations.

CLASSIFICATION

Classifications are made at the beginning of the academic year in August or at the time of the student's enrollment.

A sophomore must have removed all entrance conditions and have completed 30 semester hours of work toward a degree.

A junior must have completed 60 semester hours, and a senior, 90 semester hours of credit toward a degree.

Special students include all persons enrolled at the University who are not seeking a degree.

COURSE LOAD

The unit of credit at Gardner-Webb University is the semester hour. A student is considered full-time if enrolled for 12 semester hours or more. The normal load is 16 semester hours. However, any student in good standing may take up to a maximum of 21.5 semester hours. The approval of Educational Policies and Standards Committee and the endorsement of the student's advisor and Chair of the Department/Dean of the School are required to exceed 21.5 semester hours. In the case of student athletics, the approval of the Assistant Athletic Director for Academic Services is also required. The course load appeal form should be submitted to the EPSC Chair. Electronic submission of the form and all supporting documents is recommended. A paper submission should include the original plus three copies. There are additional tuition charges when exceeding more than 18 hours per semester.

No boarding student may be enrolled for fewer than 12 semester hours at any time during a semester unless given prior permission by the Office of Residence Life.

The normal load for each term of summer school is 6 semester hours or a 4-semester-hour laboratory course plus one 3-semester-hour course.

COURSE REGISTRATION

Students register for classes online through MyWebb according to the posted schedule on the official Academic Calendar. Before registration, each student should consult with his or her academic adviser on course selection, General Studies requirements, major requirements and other degree requirements. However, it is the responsibility of the student, not the academic adviser, to ensure that all University graduation requirements are met. A student will not receive credit for any course for which registration has not been completed.

AUDITING COURSES

With the approval of the course professor, any Gardner-Webb University student may audit a course for a nominal charge. An Audit form must be completed and filed with the Registrar's Office prior to the end of the Drop/Add period (first week of classes). Area residents not desiring credit may audit a course for a nominal charge provided an application is filed with the Admissions Office.

ADMINISTRATIVE CHANGES IN CLASS AND SCHEDULE

The University reserves the right to cancel or discontinue any course because of insufficient enrollment or for other valid reasons. In order to assure quality instruction, the University reserves the right to close registration when the maximum enrollment has been reached, or to make changes in the schedule and/or faculty when necessary.

ADDING, DROPPING, AND WITHDRAWING FROM COURSES

The student's schedule may be adjusted by adding and dropping courses with the approval of the academic adviser one week from the beginning of the fall or spring semester. Check the Academic Calendar for dates. Courses that are officially dropped by a student do not appear on a student's transcript. If a student does not officially drop a class but never attends the class, a grade of @W will appear on the student's transcript.

After the first week of classes, any official withdrawal from a class must be done by the student through the Registrar's office. When a student officially withdraws from a course, a grade of "W" (withdrew) is recorded during the first four weeks of the fall and spring semesters, or during the first week of a summer term. After this period a "WP" (withdrew passing) or "WF" (withdrew failing) is assigned by the professor based upon an assessment of the student's work to date in the course. No hours attempted are recorded for "W" and "WP" grades. Check the Academic Calendar for dates.

The last day for withdrawing from an individual course is four weeks after mid-term or a date not to exceed 75% of the course. Check the Academic Calendar for dates. After this date only a complete withdrawal from school will be processed.

GRADES AND REPORTS

GRADING SYSTEM AND QUALITY POINTS

Graduation is dependent upon quality as well as upon quantity of work done.

A student earns quality points as well as semester hours credit if the level of performance does not fall below that of "D-".

Letter grades are assigned. They are interpreted in the table below, with the quality points for

each hour of credit shown at the right.

Grades	Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
A+	1	4
A	1	4
A-	1	3.67
B+	1	3.33
B	1	3
B-	1	2.67
C+	1	2.33
C	1	2
C-	1	1.67
D+	1	1.33
D	1	1
D-	1	.67
F	1	0
FX- Failure for Academic Dishonesty	1	0
FD- Dimensions Failure	0	0
P- Passing (With Approval)	0	0
I- Incomplete	1	0
IN- Incomplete (With Approval)	0	0
W- Withdrew	0	0
WP- Withdrew Passing	0	0
WF- Withdrew Failing	1	0
@F- Administrative Failure	1	0
@W- Administrative Withdrawal (Student never attended)	0	0
NG- No Grade Reported	0	0
TR- Transfer Hours	Hours Credit Only	Hours Credit Only
CR- Credit Hours	Hours Credit Only	Hours Credit Only
AU- Auditor	0	0
E- Course Repeated	0	0
I- Later or Higher Attempt Computed According to Grade	1	Multiplied by quality points For final grade

NOTATIONS ON TRANSCRIPTS

E- Course Excluded from GPA

I - Course Included in GPA

(Located to the right side of the quality points of the course)

1 Multiplied by quality points for final grade

An “I” grade may be assigned only when a small amount of coursework (i.e., test, project, research paper, or final exam) is not complete. The reason for the incomplete work must be of a serious nature and must be beyond the student’s control. The assigning of an “I” grade must be accompanied by the completion of an “I” grade contract, with one copy given to the student, one kept on file by the professor, and one submitted to the Office of Associate Provosts within seven days after grades are submitted. The final date for completion of coursework and removal of an “I” grade can be no later than 90 days after the last day of the term in which the “I” grade was assigned; otherwise the incomplete grade will be changed to a grade of “F” by the Registrar’s Office.

An “IN” is assigned to a student involved in an internship or other multisemester course structures in which the final assessment cannot be determined by the end point of the registered term. The student has a maximum deadline of the end of the following semester to complete the course work (this may vary by program in the graduate schools); otherwise the incomplete grade will be automatically changed to an “F” by the Registrar’s Office. While in effect, the “IN” will have no negative bearing on the student’s semester and cumulative grade-point average.

A “W” will be assigned when a student withdraws from a course during the first four weeks of the semester. After the first four weeks of the semester, a “WF” or “WP” is assigned by the professor based upon the professor’s assessment of the student’s work at the date of withdrawal.

A student who withdraws from a course after the drop/add period must withdraw directly through the Registrar’s Office. The student is responsible for carrying out the withdrawal and must secure written documentation of the withdrawal. A student who calls the Registrar’s Office to withdraw from a course should request that documentation be sent to him or her by hard copy in the mail or by email.

The last date for withdrawing from an individual course will be four weeks after mid-term or a date not to exceed 75% of the course (including summer school). The only courses which will be dropped after this date are those which a student drops when withdrawing from school.

Once a grade has been submitted to the Registrar, it cannot be changed except in the event of a clerical error or an error in calculation, or as a result of an academic appeal (see the section below titled “Academic Appeals”). Unless a grade of “I” or “IN” has been assigned, a professor cannot accept coursework from a student after a grade has been submitted.

Under no circumstances will a grade be changed, after having been reported to the Registrar, without the approval of the appropriate Associate Provost.

GRADE POINT AVERAGE

The student's general academic performance is indicated by both a semester and a cumulative grade-point average. This figure is determined by dividing attempted semester hours into earned quality points. Both values are calculated based only on academic work completed at Gardner-Webb.

GRADE REPORTS

Each student receives a course grade at the end of the semester. Final grades can be accessed by going online at mywebb.gardner-webb.edu.

TRANSCRIPTS OF STUDENT RECORDS

Requests for copies of a student's record should be made to the Office of the Registrar. All transcripts will reflect the student's complete academic record. No transcripts will be issued without the written authorization of the student. No transcript will be issued for a student who has a financial obligation to the University.

HONORS AND AWARDS

SEMESTER HONORS

Two lists of honor students are posted each semester:

1. Dean's List: Students enrolled for a minimum of 12 hours and fewer than 15 must have a 4.0 Gardner-Webb Grade Point Average, and students taking 15 hours or more must have a 3.7 or better with no grade below "C" (2.00).
2. Honor Roll: Students enrolled for a minimum of 12 hours and fewer than 15 must have a 3.5 Gardner-Webb Grade Point Average with no grade below "C" (2.00), and students taking 15 or more hours must have a 3.2 but less than a 3.7 with no grade below "C" (2.00).

ANNUAL AWARDS

Annual awards are made to outstanding students in many individual disciplines, and the student with the highest academic record in each of the four classes receives an award. Senior awards are made at each Commencement. Other class awards are made at Fall Convocation.

The Senior Scholastic Award is presented at each undergraduate Commencement. It is presented to the senior who has the highest Gardner-Webb University GPA, in most cases the GWU GPA is 4.000. When there is more than one graduating senior that has the highest GPA, the true overall GPA is used to determine the award winner, functioning as a tie-breaker. This

calculation includes transfer work averaged in with all work at GWU.

The Most Outstanding Male Graduate Award is endowed by Dr. John Roberts of Greenville, SC. Dr. Roberts received the award when he graduated from Gardner-Webb in 1949. The award perpetuates the memory of Professor J. D. Huggins, the first principal of the Boiling Springs High School. The award recognizes scholarship and participation in University activities.

The Most Outstanding Female Graduate Award is provided by Mrs. Bonnie R. Price in memory of Miss Etta L. Curtis. The award recognizes scholarship and participation in University activities.

The winners of these awards are selected by the faculty.

GRADUATION HONORS

To be considered for baccalaureate honors, a graduating student must complete a minimum of 64 hours at Gardner-Webb University, and his or her GPA for that work taken here must merit honors.

Those in the graduating class with a GPA of 3.8 or above will receive honors. Those with a 3.8-3.89 will receive cum laude. Those with a 3.9-3.94 will receive magna cum laude. Those with a 3.95-4.0 will receive summa cum laude.

Associate degree students whose overall GPA and Gardner-Webb GPA are 3.2 or more are designated as Honor Students.

HONORS PROGRAM GRADUATION RECOGNITIONS

Gardner-Webb University provides a comprehensive Honors Program to nurture academically qualified students in all majors. Emphasis is placed on Honors classes, leadership through their academic and co-curricular accomplishments, preparation for graduate school, and special activities. Students who participate in the Honors Program, complete a minimum of 24 semester hours of Honors courses, and receive the recommendation of the Honors faculty will receive "Honors Program" recognition during commencement exercises.

Christian Life and Service

The Office of Christian Life and Service advances the Christian and Baptist identity of the University and nurtures students, faculty and staff in the development of a mature Christian faith. Varied opportunities are provided for expressing that faith through service to God and humanity. The major areas of focus which are part of the Office of Christian Life and Service include Student Ministries, Pastoral Care, Dimensions, Missions, The Center for Christian Ethics and Leadership, and the President's Council on Faith, Service, Leadership & the Spiritual Life of

the University.

STUDENT MINISTRIES

Through student ministry organizations, students are encouraged and challenged in personal discipleship, corporate worship, and life-changing ministry and mission experiences.

Campus Ministries United (CMU) is the student ministry of Gardner-Webb University. The CMU Council consists of the student leaders of each CMU ministry. They work together with GWU's ministerial staff in prayer, discipleship, and relationship-building to promote a passionate and enduring devotion to Christ among the student body. CMU Council members, FOCUS team leaders, and Small Groups leaders compose the Leadership Team. These student leaders are committed to faithfully following God's leadership in their positions of service. Opportunities for involvement in student ministries include FOCUS, the Verge, Prison Fellowship, International Student Ministry, Athletic Ministries, Small Groups, FCA and Gospel Choir.

PASTORAL CARE

While Gardner-Webb University is committed to excellence in academics, it is equally committed to the spiritual care of students, faculty and staff. The staff of the Office of Christian Life and Service provides pastoral ministry to the Gardner-Webb family including the following:

Pastoral care to students, faculty, and staff;

Various experiences in corporate worship;

Vocational counseling and ministry referral to students interested in church-related vocations;

Assistance in finding a place of worship, particularly to students as they seek a local church with which to affiliate.

DIMENSIONS

Dimensions is a weekly series of programs designed to nurture persons spiritually, intellectually and culturally in the context of the Christian faith and to promote a sense of community.

Consequently, the three primary objectives are (1) to provide opportunities for spiritual growth through worship experiences and programs of a religious nature; (2) to enhance the academic program of the University by providing opportunities for intellectual and cultural enrichment and to include programs of an academic nature as well as dramatic, musical and other cultural events; and (3) to promote a sense of community by regularly bringing together students, faculty, staff and friends of the University.

Programs are usually held on Tuesday mornings in the Porter Arena or the Dover Theater. Dimensions guidelines and policies are listed on the **Academic Regulations pages** in the academic catalog.

MISSIONS

The Office of Christian Life and Service has a long-standing commitment to the global mission of God. In addition to local mission opportunities coordinated through Student Ministries, mission trips are offered during fall, spring and summer breaks. Furthermore, a Dimensions program in September is devoted to missions. Upcoming mission trips are announced at this program and applications are made available to students. Recent North American mission trip destinations include Canada, Hawaii, Florida, Wisconsin, California, New Mexico, Alabama, and Louisiana. Recent international mission trip destinations have included Guatemala, Honduras, Germany, Nicaragua, Russia, Ireland, Romania, and South Africa.

CENTER FOR CHRISTIAN ETHICS AND LEADERSHIP

The Center for Christian Ethics and Leadership promotes a commitment to service and leadership, across the disciplines and in the surrounding professional community, by awakening and fueling a sense of social responsibility through Christian ethical reflection. Themed symposia, collaboration with faculty and student organizations, and a multimodal online presence, undergird the Center's guiding principles which are as follows:

- to nurture a sense of morality by illuminating the processes of Christian ethical reflection
- to encourage a commitment to service in the broadest sense
- to promote leadership development.

PRESIDENT'S COUNCIL ON FAITH, SERVICE, LEADERSHIP & THE SPIRITUAL LIFE OF THE UNIVERSITY

The President's Council on Faith, Service Leadership & the Spiritual Life of the University is appointed by the President of Gardner-Webb University and includes student, faculty, staff, and alumni representation. The Council regularly evaluates the following strategic initiatives of the University:

- Emphasize the University's strong Christian identity and mission;
- Provide for students and the entire University community an environment conducive to and supportive of spiritual growth;
- Work toward greater integration of Christian commitment and academic excellence;
- Confirm the University's mission and values and clarify the University's identity with focus upon Faith, Service and Leadership

Financial Aid

Gardner-Webb University makes every effort to assist students in securing the necessary resources to afford a Gardner-Webb education. The University provides various forms of financial aid to bridge the financial "gap" between the cost of attendance and the amount the student and/or parents can reasonably be expected to provide.

Gardner-Webb University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other school-administered programs.

NEED BASED FINANCIAL AID

Students seeking financial aid are required to complete the Free Application for Federal Student Aid (FAFSA). This application will provide the Financial Planning Office with the amount the student and their family can contribute to the cost of education. (The cost of education includes tuition, fees, room, board and expenses for books, transportation and personal expenses). The FAFSA collects the student's and parents' federal tax information from the prior year as well as asset information. This information is used to calculate the expected family contribution (EFC). (The EFC is the family's ability to contribute toward colleges costs). The EFC determines the amount and type(s) of financial aid that can be awarded to each student.

There is no charge to apply and the FAFSA can be completed at the following website: fafsa.gov. The application can be done beginning January 1 of the year the student plans to attend college. Once the FAFSA has been submitted by the student a copy of the results are provided to each college listed on the form. Gardner-Webb's school code is: 002929 and the priority deadline is March 1. GWU will receive the application electronically and a financial aid award will be prepared once the student has been admitted and it is March 1 or later. The student will receive an award notification e-mail at their GWU e-mail address. The award information is provided via GWU's secure online portal called WebbConnect. (Each student is given a username and password upon admission to the University). Any scholarship aid awarded to the student from GWU will be included in the financial aid package.

FEDERAL ASSISTANCE PROGRAMS

Any student enrolled or accepted for enrollment in an eligible program at Gardner-Webb University may receive assistance under the Title IV Programs if he/she:

1. is a citizen or permanent resident of the United States;
2. has met the Selective Service Requirements;
3. is maintaining satisfactory academic progress according to established standards;
4. does not owe a refund on a grant or is not in default on a loan received at GWU or any other post-secondary institution;
5. completes the Free Application for Federal Student Aid (FAFSA).

A list of Federal Programs available to eligible applicants is as follows:

Pell Grant

Supplemental Educational Opportunity Grant

Work-Study

Perkins Loan

Direct Stafford Loans - Subsidized and Unsubsidized

Direct Parent PLUS Loan

Additional information about these programs is available in the Financial Planning Office and on the Financial Planning web page. Please realize that not all students are eligible for these programs due to specific criteria such as financial need, grade point average, year in-school and availability of funds. Federal funds are awarded on a first-come first-serve basis.

STATE ASSISTANCE PROGRAMS

A list of State Programs for eligible North Carolina residents (funding contingent upon state appropriations) is as follows:

The ***North Carolina Need Based Scholarship Program (NBS)*** is a grant program created by the NC General Assembly for students with an Expected Family Contribution (EFC) of \$15,000 or less. The EFC is determined by the results of the Free Application for Federal Student Aid (FAFSA).

The ***Forgivable Education Loan for Service (FELS)*** was established by the North Carolina General Assembly in 2011. The loan provides financial assistance to qualified students who are committed to working in North Carolina in fields designated as critical employment shortage areas. Please visit www.cfnc.org/fels for additional information including eligibility, award amounts, application procedures, and approved education programs

North Carolina does offer other sources of financial aid based on specific criteria. The College Foundation of North Carolina's website can be used to research and apply for such scholarships. The web address is: cfnc.org.

GARDNER-WEBB UNIVERSITY SCHOLARSHIP PROGRAMS

Gardner-Webb University is committed to offer scholarships to those students with outstanding academic credentials. The types of scholarships are listed below and are awarded based on the individual student's academic and/or performance profile. The University will allow institutional sources of financial aid to be combined with federal, state and outside aid up to the student's cost of attendance. For some students this may result in a reduction of their GWU aid. Please contact the Financial Planning Office with specific questions.

Academic Fellows

This scholarship is awarded on the basis of outstanding academic achievement, demonstrated leadership ability, and commitment to service. To receive a nomination for this competition you must be selected by the Fellows Scholarship Screening Committee and interview in the winter

months. Ten students are chosen to receive a full tuition scholarship for 8 consecutive semesters, provided the recipient is enrolled full-time, maintains a cumulative institutional Grade Point Average of 3.5, resides on campus, and continues to demonstrate a strong leadership ability and commitment to service.

*Please note: If any student is selected for an Academic Fellows Scholarship, any previous offer of scholarship is rescinded. Academic Fellows Scholarships do not apply to hours taken in excess of 18 in any semester, do not apply to summer terms, or other program costs such as GEM, and do not cover the expense of books, fees and/or music lessons. Scholarships are divided equally between the fall and spring semester when awarded.

Institutional Scholarships

Gardner-Webb University offers the following Institutional Scholarships and Grants

Trustee Scholarship

Presidential Scholarship

Provost Scholarship

Dean's Scholarship

Achievement Scholarship

Opportunity Grant

*These scholarships range from \$4,000-\$13,000 depending on the student's academic profile.

In order to determine the amount of institutional scholarship or grant you are eligible to receive, you must first apply and be accepted to Gardner-Webb. Your award amount will be included in your acceptance letter from the Undergraduate Admissions Office. Institutional scholarships require a student to be enrolled full time (12 hours or more) and maintain a grade point average in accordance with the institution's Scholarship Maintenance Policy. Award amounts vary depending on your housing status (whether you live on or off campus).

ADN students transitioning from the Traditional Undergraduate Day program into the DCP BSN program will have any institutional aid prorated based on the percentage of tuition which is covered by their current institutional aid. For example:

Current Institutional Aid ÷ Undergraduate Day Tuition = % of Tuition

$\$8,000 \div \$26,690 = 30\%$

>Scholarship % X DCP BSN Tuition = New Scholarship Amount

$30\% \times \$4,584(12 \text{ hrs. @ } \$382/\text{hr.}) = \$1375$

Competitive Scholarships

These scholarships are awarded on the basis of outstanding academic achievement, demonstrated leadership ability, and commitment to service. To receive a nomination for this competition you must be selected by the University Fellows Scholarship Screening Committee and interview in the winter months. *Please note: If a student is selected for the Academic Fellows Scholarship, any previous offer of scholarship aid is rescinded.

Academic Fellows

Each year five students are chosen to receive a full tuition scholarship for 8 consecutive semesters, provided the recipient is enrolled full-time, maintains a cumulative institutional Grade Point Average of 3.5, resides on campus, and continues to demonstrate a strong leadership ability and commitment to service.

*Please note: The Academic Fellows Scholarship do not apply to hours taken in excess of 18 in any semester, do not apply to summer terms, or other program costs such as GEM, and do not cover the expense of books, fees and/or music lessons. Scholarships are divided equally between the fall and spring semester when awarded.

PERFORMANCE BASED SCHOLARSHIPS

Athletic Scholarships are awarded by each individual Coach and shared with the Financial Planning Office. GWU offers scholarships for the following sports: men's and women's basketball, golf, soccer, swimming, tennis, track, men's baseball, football, and wrestling and women's softball, lacrosse, and volleyball. Any questions concerning eligibility for a scholarship should be directed to the Coach of the sport of interest. If a student receives a financial aid award and an athletic scholarship is not listed, please contact the Coach of the sport of interest. It is possible your non-athletic aid will be reduced once the athletic scholarship is added to your financial aid package.

Honors Music Scholarships are awarded based on a student's performance from an on campus audition. The Music faculty selects the recipients and shares them with the Financial Planning Office. Scholarships are renewed based on performance throughout the academic year as well as maintaining a major in Music. Award amounts vary and may depend on the total amount awarded in other GWU funds.

Marching Band Scholarships are awarded by the Band Director and shared with the Financial Planning Office. The award amount is \$1000 and is based on participation in the band. Scholarships are renewed providing participation continues each year.

OTHER GARDNER-WEBB SCHOLARSHIPS

Baptist Leadership Scholarship is awarded to selected students who are members of North Carolina Baptist churches cooperating with the NC Baptist State Convention. The funds are

awarded and provided by the NCBSC. A separate online application must be completed prior to April 1 (must reapply each year).

Church Matching Scholarships are awarded based on a scholarship from a SBC Church to a student attending GWU. The scholarship will be match by GWU up to \$2,500. The application deadline is May 1. The scholarship will not be matched if the student is receiving \$10,000 or more in GWU funds. (The application is available from the Financial Planning web page).

Ministerial Board of Associates Scholarships are awarded based on the recommendation by a member of the Ministerial Board of Associates. The application deadline is May 1, and this is for new and /or transfer students. The award amount is \$250 per year and will be renewed for three years. (The application is available from the Financial Planning web page).

Minister's Dependent Scholarships are awarded based on the dependent's parent being a full time minister of a SBC or CBF Church or an ordained, full time employee of a Baptist State Convention or agency. The application deadline is May 1, and a new application must be completed each year to receive the scholarship. The award amount is \$1,000 per year. (The application is available from the Financial Planning web page).

Christian Service Organization is awarded to those students preparing for full time Christian vocational service. The application must be completed as well as the Free Application for Federal Student Aid (FAFSA). Award amounts vary from \$1000 - \$3000 depending upon the students demonstrated financial need as determined by the results of the FAFSA.

Reserve Officer Training Corps (ROTC) Room & Board Scholarships are available for those students receiving an Army ROTC Scholarship. GWU will cover the cost of a standard double room and the 21 meal plan less any federal or state grants. The scholarship will be renewed each year the student continues to receive the ROTC Scholarship.

SCHOLARSHIP MAINTENANCE

Students receiving scholarships from Gardner-Webb are expected to achieve a minimum cumulative institutional grade point average (GPA) to retain any scholarships. Scholarship progress is reviewed at the end of the semester. The GPA requirement for each scholarship is listed below. If your institutional GPA is below the required minimum, you will be placed on Scholarship Probation. You will be eligible to receive your scholarship while on probation; however, if at the end of the term you have not achieved the required GPA, your scholarship will be rescinded for the next semester.

Academic Fellows* must maintain an institutional grade point average (GPA) of 3.5 at the end of each academic year, reside on-campus, and be enrolled full time.

Trustee Scholarship	3.2
Presidential Scholarship	3.0
Provost Scholarship	3.0
Dean's Scholarship	2.8
Achievement Scholarship	2.8
Gardner-Webb Scholarship	2.8
Great Choice Scholarships*	2.8

Please note: Nursing students must remain in good standing in the Nursing program in lieu of the above stated GPAs to retain scholarship funds.

*Great Choice Scholarships (Gardner, Elliott, Cantrell) requires on campus residency. If a student chooses to move off campus, scholarship eligibility will be forfeited.

You may appeal the loss of your scholarship by writing a letter to the Associate Director of Financial Planning. It is important to remember that extenuating circumstances must be fully documented. Please contact the Financial Planning Office if you have any questions concerning the appeal process.

GARDNER-WEBB UNIVERSITY ENDOWED SCHOLARSHIPS

Recipients are selected based on specific criteria for the following scholarships:

Charles S. Andrews Memorial Scholarship: Funded by family and friends of Dr. Charles Andrews, the scholarship gives priority to students majoring in a foreign language. Dr. Andrews served the University many years as a professor.

Clarence N. Peeler Andrews Memorial Scholarship: The late Mrs. Hattie Peeler Self of Cherryville, NC, and her daughter and son-in-law, Dr. and Mrs. W.B. Andrews established a trust fund in memory of Clarence N. Peeler Andrews, grandson and son of the donors.

Ralph W. Andrews Memorial Scholarship: Established in 1997 with funds from the R.W. Andrews estate. The Scholarship is restricted to African-American Males. Merit will be a major criteria used by the Scholarship Committee. Students in the School of Divinity are not eligible and the funds may also not be used for Athletic Scholarship purposes. Assuming good academic and social records, the Scholarship is renewable for up to four years.

Black-Bonner Scholarship: Funded by President and Mrs. Bonner in honor of their parents, the late John B.Black, and Fannie A. Black; the late Francis W. Bonner, and Nilaouise C. Bonner.

Lloyd C. Bost, Sr. Memorial Scholarship: Funded by friends and family of Lloyd Bost. A resident of Shelby, N.C., Dr. Bost served Gardner-Webb University as trustee for over thirty years.

Charles B. and Sue C. Camp Scholarship: Established in 1993 by Mr. and Mrs. Charles B. Camp of Shelby, N.C., both alumni of Gardner-Webb.

Roberta Warlick Dixon Memorial Scholarship: This scholarship was initiated in 1992 in memory of Mrs. Robbie Dixon.

Anthony F. Eastman Scholarship: Established in 1993 by Dr. and Mrs. Gene Washburn, this scholarship honors the exceptional teaching ability and concern for individual students exhibited by Dr. Eastman. First preference is given to students majoring in history.

Herman P. Jarvis Memorial Scholarship: Funded by the estate of Herman Jarvis, of Asheville, N.C., the scholarship was established in 1991.

M. Lansford Jolley Scholarship: Initiated in 1992 by the Department of Social Sciences of Gardner-Webb University to honor Professor M. Lansford Jolley, a faculty member at Gardner-Webb for thirty-three years.

Edna Humphries Mack Memorial Scholarship: Founded by the estate of Mrs. Edna H. Mack of Gaffney, S.C., the scholarship was established in 1991.

Robert Earle Morgan Scholarship: This scholarship was established in 1986 by Dr. Robert E. Morgan, professor of French and Mathematics at Gardner-Webb from 1967-1998.

Helen Speck Memorial Scholarship: Funded by Helen Speck of Shelby, N.C.

Mae Cline Stroup Memorial Scholarship: Funded by the estate of Mrs. Mae Stroup of Shelby, N.C., the scholarship memorializes one of Gardner-Webb's most significant leaders. Mrs. Stroup served as a Trustee for several terms, holding all Board leadership positions.

Other Academic Fellows Scholarships:

Black-Bonner; Betty E. Knox; Milliken Corporation.

Athletic Endowed Scholarships

J.W. and Terry C. Abernethy III Endowed Athletic Scholarship: Funded by Gardner-Webb alumni Mr. and Mrs. "JJ" Abernethy of Newton, N.C. Preference is given to the women's basketball program.

Garland H. Allen Golf Scholarship: Established by the Bulldog Club.

Justin Scot Alston Memorial Scholarship: Established in 2004 by Gloria Alston to memorialize

her son Justin Scot Alston. First preference is given to students pursuing a career in coaching, and second preference is given to students pursuing a career in sports management or sports medicine.

Billy Bates Athletic Scholarship: Established in 2005 by friends and former players of Coach Bates.

Franklin V. and Mary Beam Hall of Fame Scholarship: Established in 1996 by Mr. and Mrs. Frank Beam of Shelby, N.C., the fund provides scholarships for student-athletes in the basketball program.

Bulldog Club Scholarship: Established in 1989 by the Bulldog Club to support the University's intercollegiate scholarship program. In 2009, the Scholarship was revised to recognize those contributions of the Club's Lifetime Members: Mr. and Mrs. J.W. Abernethy, III, Mr. Robert C. Abernethy, Mr. Hoyt Q. Bailey, Mr. and Mrs. Frank Beam, Mr. and Mrs. W. Thomas Bell, Mr. and Mrs. William R. Parker, Mr. and Mrs. Anthony N. Strange, Dr. and Mrs. H. Gene Washburn, Mr. and Mrs. Harry R. Washburn, Jr., Mr. and Mrs. Thomas H. Watson, Jr., Mr. and Mrs. Gary H. Smith, III, Mr. and Mrs. Chandler C. Browning, and Mr. and Mrs. D.P. Washburn.

Thomas R. and Shirley B. Causby Men's Basketball Scholarship: Established in 1992 by Mr. and Mrs. Thomas R. Causby of Belmont, N.C.

G. Wayne and Pauline J. DeHart Men's Basketball Scholarship: Established in 1994 in memory of G. Wayne DeHart of Hickory, N.C. and in honor of his wife Pauline J. DeHart.

M. Henry and Pam Garrity Athletic Scholarship: Initiated by the Board of Advisers and funded by friends and family of Mr. and Mrs. Garrity.

Florence Hamrick and Roland M. Hamrick, Sr. Scholarship: In 1965 Roland M. Hamrick, Jr. and Thomas B. Hamrick established this scholarship in honor of their parents.

Thomas B. Hamrick Memorial Scholarship: Given by the Hamrick family.

Trela R. and Erline Hendrix, Sr. Men's Basketball Scholarship: Established in 1989 by Mrs. Trela R. Hendrix, Sr. of Trinity, N.C., in memory of her husband.

Winifred Herbert Lindsay Memorial Women's Basketball Scholarship: In 1991 Mrs. David Lindsay of Rutherford County established this athletic scholarship.

Winifred Herbert Lindsay Memorial Hall of Fame Scholarship: Funded in 1994 to provide scholarship aid for the women's basketball program.

Winifred Herbert Lindsay Memorial Hall of Fame Scholarship: Funded in 1995, to provide scholarship aid for the men's basketball program.

Roger and Denice McKee Baseball Scholarship: Established in 2007 by Roger and Denice S. McKee to provide financial assistance to student athletes participating in baseball.

Bettie Sprunt Morris Memorial Women's Tennis Scholarship: Mrs. Morris, a resident of Rutherfordton, N.C., and former trustee of Gardner-Webb, funded this scholarship through a trust.

J.L. and Sara McFarland Suttle, Jr. Memorial Men's Tennis Scholarship: Established in 1989 by Mr. and Mrs. Suttle of Shelby, N.C.

Lisa Tucker Athletic Volleyball Scholarship: Established in 2006 by Lisa Tucker.

Victor Bulldog Scholarship: Funds for this scholarship were given by friends of the University from surrounding counties.

Martin Lynn and Heather Robertson White Volleyball Scholarship: Established in 1990 by Dr. and Mrs. M. Christopher White. Dr. White was the tenth president of Gardner-Webb University, and served in that role from 1986-2002. The scholarship honors their son Martin (Class of 1993) and daughter-in-law Heather (Class of 1996).

Paris Leland and Donnis Gold Yelton Memorial Golf Scholarship: Established by Mr. and Mrs. Yelton and their sons, Robert and Don.

Martha Porter Yelton Memorial Men's Tennis Scholarship – Established in 2011 by Robert W. Yelton to provide financial assistance to a full-time student on the men's tennis team.

Other Athletic Scholarships:

Charles W. Bradburn; Charles and Drew Bridges Health Careers; Myra W. and Ralph W. (Scoot) Dixon, Jr.; Jack Hunt; James E. and Patricia J. Putnam; GWU Tennis Alumni; Andrew Christopher White Tennis.

Business Endowed Scholarships

BB&T Student Investment Portfolio: Established in 2000 by Branch Banking & Trust Company to provide funds for undergraduate and graduate investment classes to learn the principles of investing by researching, buying, and selling real financial securities.

Belk/Ellis Business Scholarship: Given by the Belk Foundation, the Belk Corporation of Shelby and Forest City, and the William P. Ellis family.

Alfred and Shirley Wampler Caudill Endowed Scholarship: Established in 2008 by Dr. Donald W. Caudill, the son of Alfred and Shirley Wampler Caudill.

Hampton C. and Betty C. Hager Scholarship: Funded by the Lutz Foundation of Cliffside, N.C., the scholarship was established in 1995 to honor Hampton Hager of Shelby, N.C. Preference is given to students who are residents of Cleveland, Rutherford, Burke or Polk counties in North Carolina.

Donald J. Kemerait Memorial Scholarship: Established in 1992 by the family and friends of Donald J. Kemerait, who served as a professor from 1981 until his death in 1992. Preference is given to a senior studying in the Broyhill Undergraduate School of Management.

Lamar Kennedy Scholarship: Established in 1999 by Tom Bell, a Gardner-Webb alumnus and President of Transportation and Distribution Associates, Inc. Mr. Kennedy was a trucking industry executive.

Ray Webb Lutz/Texaco Memorial Scholarship: Initiated by Texaco/Star Enterprises in 1989, this scholarship honors Ray Webb Lutz, a trustee and longtime benefactor of Gardner-Webb University.

Public Service Company of North Carolina Scholarship: Initiated in 1997, the scholarship supports full-time students who demonstrate financial need.

Clyde L. and Rufus Stutts Memorial Business Scholarship: Established by Mrs. Stutts to provide financial assistance to citizens from North or South Carolina.

Wachovia National Bank Scholarship: Initiated by the Cleveland County Branches of First Union National Bank of North Carolina and The First Union Corporation of Charlotte, North Carolina.

William Y. Webb Memorial Business Scholarship: This scholarship was initiated by Mr. and Mrs. William Y. Webb in memory of Judge Edwin Yates Webb, Sr., and Willie Simmons Webb.

Other Business Scholarships:

E.R. and Helen Hoffman; MBA Scholarship

John and Linda Godbold School of Business Scholars

Christian Service Organization Undergraduate Scholarship

Established over thirty years ago the Christian Service Organization of Gardner-Webb University provides scholarships for deserving and needy students preparing for full-time Christian vocational service. The Organization is supported by gifts from individuals, churches

and private organizations. As part of the overall endowment corpus the following scholarships have been funded:

Fred L. and Sallie N. Abrams Memorial Scholarship: Robert W. Abrams, W. Glenn Abrams, Mrs. Jessie A. Roddy, and Mrs. Floyd A. Bryant, established the fund in 1978 to honor their parents, Fred L. and Sallie N. Abrams of Gray's Creek Baptist Church community of Rutherford County.

Robert W. and Elva Abrams Scholarship: Established in 1995 by Donna Kay Abrams in honor of her parents. Reverend Abrams served many years on the staff of Gardner-Webb University.

Hoyt Q. and Meta Q. Bailey Memorial Scholarship: Established in 1990 by Mr. and Mrs. Hoyt Q. Bailey, in memory of Mr. Bailey's parents.

Herman A. and Ellen Baxter Beam Scholarship: This scholarship was established in 1992 by the estate of Herman A. Beam and Ellen B. Beam of Fallston, N.C.

Beaver Dam Baptist Church Scholarship: The Beaver Dam Baptist Church of Shelby, N.C., established this scholarship in 1991.

Herman and Margaret Best Scholarship: Established by Mr. and Mrs. Herman Best of Shelby, N.C., in 1989.

Bethlehem Baptist Church Scholarship: Established by the Bethlehem Baptist Church of Kings Mountain, N.C. in 1991.

C. David and Nancy D. Boan Scholarship: Established in 2005 by Dr. and Mrs. David Boan of Shelby, N.C.

Lloyd C. and Virginia F. Bost Scholarship: Established in 1992 by Dr. and Mrs. Lloyd Bost of Shelby, N.C.

Dr. Frank R. Campbell Scholarship: Established in 2005 by the Board of Trustees at Gardner-Webb University in recognition of and appreciation for the leadership of Dr. Campbell, the eleventh president of Gardner-Webb.

Harold W. and Mary Lou Causby Scholarship: Established in 1993 by Mr. and Mrs. Harold W. Causby of Shelby, N.C.

Kenneth Howard Cole Memorial Scholarship: Established in 1991 by Lucille Hamner Cole of Shreveport, Louisiana, in memory of her husband. Family members have added to the endowment corpus.

College Park Baptist Church Scholarship: This scholarship was initiated in 1999 by College Park Baptist Church of Winston-Salem, N.C., to express commitment to Christian higher education and the values held by Gardner-Webb University. First preference is given to international students.

Paul and Faye Comer Scholarship: Established in 1999 by Gardner-Webb alumni Paul and Faye Comer.

F. Glenn and Ray Cornwell Scholarship: Initiated in 1990 by Mr. and Mrs. F. Glenn Cornwell of Shelby, N.C.

W.D. and Ilease Cornwell Scholarship: Established in 1991 by Mr. and Mrs. W.D. Cornwell of Charlotte, N.C.

Alice Rae Cullinan Scholarship: Established in 2004 by family and friends for their appreciation for her many years of faithful service to Gardner-Webb University.

John Ed and Essie D. Davis Memorial Scholarship: Established by Mr. and Mrs. John Ed Davis of Shelby, N.C. in 1990.

Mr. and Mrs. Thomas F. Davis Scholarship: Established in 1995 by Mr. and Mrs. Davis of Rutherford County, N.C.

Rev. L. Keith Dixon Scholarship: Established in 2003 by members of Flint Hill Baptist Church to express their appreciation to Rev. Keith Dixon for his pastoral leadership for eighteen years. First preference will be given to members of Flint Hill Baptist Church.

Double Springs Baptist Church Scholarship: Established in 1991 by the Double Springs Baptist Church of Shelby, N.C.

Charles I. Dover Memorial Scholarship: Funded by the Dover Foundation of Shelby, N.C.

Joe and Louise Edwards Scholarship: Established in 2008 by Mr. and Mrs. Joe Edwards of Boiling Springs, NC.

W.E. Entrekin Memorial Scholarship: Established in 1990 by the Emmanuel Baptist Church of Charlotte, N.C., in memory of former beloved pastor, the Reverend W. E. Entrekin.

Forrest and Jessica Feezor Memorial Scholarship: Established in 1986 by friends of Dr. and Mrs. Feezor.

First Baptist Church of Forest City Scholarship: Established by the First Baptist Church N.C.

Flint Hill Baptist Church Scholarship: Initiated in 1990, this scholarship was funded by members of the Flint Hill Baptist Church of Shelby, N.C.

Freeman-Jones Memorial Scholarship: Established in 1990 by the Reverend Charles W. “Buddy” Freeman in memory of his parents Coley and Willie Lee Freeman and in memory of his aunt Mrs. Lillie Jones.

Robert M. Gold Memorial Scholarship: Harold W. and Mary Lou Causby of Shelby, N.C., established this scholarship in 2001 in memory of their friend and business associate Robert M. Gold.

R. Scott and Barbara Good Scholarship: Established in 1999 by R. Scott and Barbara Good for international students.

L.T. Hamrick Memorial Scholarship: Initiated in 1993 by Mrs. L.T. Hamrick in memory of her husband, a noted lawyer in Shelby.

James O. and Betty Ruth Hatter Scholarship: Established in 2001 by Dr. Ronald W. and Mrs. Elaine Hatter Williams of Boiling Springs, N.C. in honor of Mrs. Williams’ parents, James O. and Betty Ruth Hatter.

Clara Katherine Vickers Head Memorial Scholarship: Established in 1979 by the estate of Clara Katherine Vickers Head.

Henderson-Ledford Memorial Scholarship: Established in 2005 by Dr. and Mrs. Rance Henderson of Morganton, N.C. in loving memory of their parents, Ray and Lillian Camp Henderson and Irvin and Ruth Hinson Ledford.

Russell L. Hinton Memorial Scholarship: Established in 1990 by Mrs. Lillie Hinton in memory of her husband, the late Reverend Russell L. Hinton.

Richard A. Isenhour Memorial Scholarship: Established in 1996 by the membership of the Christian Service Organization, the scholarship memorializes Richard Isenhour, a non-traditional ministerial student.

Carl and Tyner Ivester Memorial Scholarship: Dr. and Mrs. Ivester of Lawndale, N.C., established this scholarship in 1990.

Dorothy B. Keeter Memorial Scholarship: Established in 1991 by H. S. Keeter, Jr. of Shelby, N.C., in memory of his mother.

Archie and Iris Kennedy Scholarship: Established in 1994 by Archie and Iris Kennedy to provide financial assistance to students preparing for full-time Christian service. First priority shall be given to students from Kerr Memorial Baptist Church, Concord North Carolina.

Ruth C. Kiser Scholarship: Established in 1991 by Miss Ruth Kiser, this scholarship was endowed by family and friends to honor the memory of Ruth Kiser, long-time teacher and administrator at Gardner-Webb.

J. Thurman Lewis Memorial Scholarship: Established in 1991 by Julius C. and Laura M. Taylor of Taylors, S.C., the fund memorializes Dr. Lewis, Professor of Biblical Languages at Gardner-Webb University. Dr. Lewis was one of the founders of the Christian Service Organization.

Leonard and Reba Lowe Scholarship: Mr. and Mrs. Leonard Lowe of Rutherford County, North Carolina established this scholarship in 1990.

Melvin R. and Joann W. Lutz, Jr. Scholarship: Established in 1996 by T. G. Westmoreland, II and Judy Lutz Westmoreland of Shelby, N.C., in honor of her parents who are former employees of Gardner-Webb University.

John T. and Betty Lou McCulloch Scholarship: Mr. and Mrs. John McCulloch of Charlotte, N.C., established this fund to support ministerial students. Mr. McCulloch served as a University trustee and gave his time as architect for many campus projects.

Carl and Martha Miller Scholarship: Established in 1999 by Bob and Carolyn Ely of Winston-Salem, N.C., in memory of Mrs. Ely's parents.

Robert G. and Mary Frances Moore Scholarship: Established in 1992 by Mr. and Mrs. Robert G. Moore of Cliffside, N.C.

Robert Earle Morgan Scholarship: This scholarship was established in 1990 by Dr. Morgan, professor of French and Mathematics from 1967-1998.

M. Vann Murrell Scholarship: Established in 1994 by friends of Dr. Murrell, who served Gardner-Webb University from 1967 to 1995 as Professor of Religion.

William T. and Mabel H. Nolen Scholarship: Established in 1990 by Mr. and Mrs. Nolen of Gastonia, N.C.

Max and Mary Padgett Scholarship: Mr. and Mrs. Max Padgett of Hickory, N.C., funded this scholarship for ministerial students.

Jack and Ruth Partain Scholarship: Established in 2000 by the University to honor the career of Dr. Partain, Professor of Religion.

Freeman T. and Evelyn P. Perry Memorial Scholarship: Established in 1991 by Freeman T. Perry of Kannapolis, N.C.

Bobby M. and Carolyn Harless Pettyjohn Scholarship: Established in 1995 by Gardner-Webb alumni Mr. and Mrs. Pettyjohn in honor of their children Robert, Max and Marcy, all Gardner-Webb alumni.

Harold and Mary Phillips Memorial Scholarship: Established in 2005 by the children of Harold and Mary Phillips in honor of Mr. Phillips and in memory of Mrs. Phillips.

Pleasant Grove Baptist Church Scholarship: The Pleasant Grove Baptist Church of Shelby, N.C., established this scholarship in 1991.

R.E. and Bonnie R. Price Scholarship: Established in 1990 by Mrs. Bonnie Price of Boiling Springs, N.C., in memory of her husband.

Race Path Baptist Church Scholarship: This scholarship is given to a deserving student from the Race Path Baptist Church majoring in religion, religious education or church music. If no student from Race Path qualifies, this scholarship may be given to any other deserving student majoring in religion, religious education or church music.

Melba S. Robbins Memorial Scholarship: Mr. and Mrs. James Robbins of Forest City, N.C., established this scholarship in 1991.

Dana Leigh Scott Memorial Scholarship: Established in 1996, by the CSO Membership, the scholarship is in memory of Dana Scott, a Christian Service Organization scholarship recipient, who died prior to her sophomore year.

Rev. Ed H. Sessom Scholarship: Established in 2003 by members of Flint Hill Baptist Church to express their appreciation to Rev. Ed Sessom for his longtime support and encouragement of the Christian Service Organization at Gardner-Webb. First preference shall be given to students from Flint Hill Baptist Church.

Mafrey Richardson and Edward H. Sessom Scholarship: The Reverend and Mrs. Sessom established this scholarship in 1986.

Hobart C. and Dorothy Smith Scholarship: Established in 1990 by Mr. and Mrs. Hobart C. Smith. For over twenty years Hobart Smith served Gardner-Webb as a Trustee, including several terms as chairman of the Board.

Robert Kelly and Essie Louise C. Spake Memorial Scholarship: Initiated in 1990 by Robert V. and Elva S. Abrams, the fund honors the memory of Mrs. Abrams' parents. Preference is given to Sacred or Church Music majors.

Ralph and Clevie Spangler Scholarship: Gardner-Webb Trustee Ralph Spangler and his wife Clevie Spangler established this endowment fund in 1990.

Clemmie Brewer Sprinkle Memorial: Established in 2000 by Anita Sprinkle Roberts of Shelby, N.C. to honor the memory of her mother.

J.L. and Sara McFarland Suttle, Jr. Memorial Scholarship: Established in 1991 by Mr. and Mrs. Suttle of Shelby, N.C.

Tony M. Robbins CSO Scholarship: Gardner-Webb University trustees James E. Robbins and Thomas M. Robbins, former owners of Tri-City Concrete in Forest City, N.C. established this scholarship in 1991.

Bennett L. Walker Memorial Scholarship: Established in 1990 by a gift from the estate of Bennet L. Walker of Candler, N.C.

M. Christopher and Linda F. White Scholarship: Established in 1990 by Dr. and Mrs. M. Christopher White. Dr. White was the tenth president of Gardner-Webb University, having served in that role from 1986-2002.

R. Archie and Edith M. White Scholarship: Established in 1991 by Mr. and Mrs. David W. White of Shelby, N.C. in memory of his father and in honor of his mother, Mr. and Mrs. R. Archie White.

Other Christian Service Organization Undergraduate Scholarships: Truitt J. and Dorothy I. Beard; Boiling Springs Florist; J.R. Cantrell Memorial; Baptist Student Union; R. Scott and Barbara Good; Albert Hamrick Memorial; John H. and Osteen Hendrick; Kincannon-Herndon; John W. and Janet P. Long; Pleasant Home Baptist; Claude Lee Proctor, Sr.; Howard and Louise Whitaker; Jeremy and Cheryl Mikell

Christian Service Organization Graduate Scholarships

In 1993 Gardner-Webb University established the M. Christopher White School of Divinity to

provide graduate level professional education for ministers. As part of the overall endowment corpus of the Christian Service Organization the following scholarships have been funded:

A. Donald and Hazel H. Allen Scholarship: Funded by Mr. and Mrs. Donald Allen of Shelby, N.C., to support divinity school students.

Allen-Ginn-Elliott Scholarship: Established in 1994, this scholarship commemorates the special relationship between the Lawson Allen family, the Leonard Allen family, the Charles Ginn family, the Phil Elliott family and Gardner-Webb University.

Herman A. and Ellen B. Beam Scholarship: Established in 1997 by Ellen Baxter Beam of Fallston, N.C.

W. Anderson "Andy" and Shirley S. Blanton Scholarship: Established in 1998 by Andy and Shirley Blanton of Forest City, N.C. to provide financial assistance to students who are attending GWU School of Divinity and who are preparing for full-time sacred music ministry.

C. David Boan Scholarship: Established in 2002 by Dr. David Boan, a Gardner-Webb alumnus.

Cline W. and Doris Borders Scholarship: Established in 2000 by Cline and Doris Borders. Reverend Borders served as the Director of Missions for the Kings Mountain Baptist Association for many years prior to his retirement.

Curtis and Joyce Braswell: Established in 1999 by Mr. and Mrs. Curtis Braswell of Columbia, S.C. Their son was one of the first graduates of the M. Christopher White School of Divinity.

T. F. and Doris M. Bridges Scholarship: T.F. and Doris M. Bridges established this scholarship in 1999 to express their commitment to Christian higher education and the values held by Gardner-Webb University.

Mattie T. Christopher and Etta S. Butterworth Scholarship: Established in 1995 by A. Donald and Joyce A. Christopher of Wilmington, N.C., in honor of Mrs. Etta S. Butterworth and in memory of Mrs. Mattie T. Christopher, mothers of the donors.

Cleo P. and James E. Chadwell Scholarship: Established in 2000 by Mrs. Cleo Chadwell of Shelby, N.C. in memory of her husband James.

Kenneth Howard Cole Memorial Scholarship: Established in 1996 by Lucille Hamner Cole of Shreveport, Louisiana, in memory of her husband. Family members have added to the endowment corpus.

Donald E. and Kaye A. Cook Scholarship: Established in 2000 by the University to honor the retirement of Dr. Cook, Distinguished Professor of New Testament Interpretation in the divinity school.

F. Glenn and Ray Cornwell Scholarship: Established in 2003 to provide financial assistance to divinity students preparing for full-time Christian service.

J. Hugh and Mildred Cornwell Scholarship: Established in 1996 by Mr. and Mrs. Hugh Cornwell of Forest City, N.C.

Ralph W. and Sybil Y. Dixon, Sr. Scholarship: Established in 1996 by Mr. and Mrs. Ralph W. Dixon, Sr. of Fallston, N.C.

Double Shoals Baptist Church Scholarship: This scholarship was established by the members of Double Shoals Baptist Church of Cleveland County, N.C.

Charles W. "Buddy" Freeman Scholarship: Established in 1993 by friends of Buddy Freeman, Gardner-Webb alumnus.

Stephen Burgess Greene Memorial Scholarship: Established in 1994 by Rush and Margaret Greene in memory of their son.

George Edgar and Jennie Lee Hampton Memorial Scholarship: Established in 2001 by Howard Glenn and Lucille Hampton Daniel of Rutherford County to honor the memory of Dr. Daniel's parents.

Russell L. and Lillie M. Hinton Scholarship: Established by Mrs. Lillie Hinton in memory of her husband, a noted pastor in Cleveland County, N.C.

Mildred Johnson Scholarship: Established in 2001 by First Baptist Church Foundation of the First Baptist Church of Statesville to honor the memory of Mildred Johnson.

H.S. and Sandra Keeter, Jr. Scholarship: Established in 1998 by Mr. Keeter, a Gardner-Webb trustee and Mrs. Keeter, a Gardner-Webb alumna.

Bobby Joe and Betty B. Kendrick Scholarship: Established in 1995 by Mr. and Mrs. Bobby Joe Kendrick of Shelby, N.C.

Roland and Lois Leath Scholarship: Initiated in 1997 and funded by friends of Roland and Lois Leath of Shelby, N.C.

Robert H. and Betty Lutz Scholarship: Established in 1995 and funded by the Lutz Foundation of Cliffside, N.C. the scholarship honors Mr. and Mrs. Robert H. Lutz of Shelby, N.C.

Robert Harold and Betty Jolley Lutz Scholarship: Established and funded by Mr. and Mrs. Robert H. Lutz of Shelby, N.C., longtime supporters of the Christian Service Organization.

Thomas W. and Elene C. Martin Scholarship: Established in 1995 by Mr. and Mrs Martin of Lattimore, N.C.

McInnis-Smith-Best Scholarship: Initiated in 1993 by Herman and Margaret Best of Shelby, N.C. in memory of the Reverend Neill McInnis, father of Mrs. Best, and in honor of the Reverends Rockwell Smith and David Herman Best, brother-in-law and son of the Bests.

Roger H. and Denice S. McKee Scholarship: Established in 2001 by Roger H. and Denice S. McKee to provide financial assistance to worthy and/or needy students who are attending the school of divinity and who have committed their lives to full-time Christian service.

Robert G. and Mary Francis Moore Scholarship: Established by R.G. and Mary Francis Moore of Cliffside, N.C.

Don and Becky Morgan Memorial Scholarship: Initiated in 1998 by Dr. Robert E. Morgan, Professor Emeritus of Gardner-Webb, in memory of his brother and sister-in-law.

Gilbert and Sue Morgan Memorial Scholarship: Initiated in 1998 by Dr. Robert E. Morgan, Professor Emeritus of Gardner-Webb, in memory of his father and mother.

Rev. and Mrs. James A. Pittman Scholarship: The Reverend and Mrs. James A. Pittman of Roanoke Rapids, N.C. established this scholarship in 1994.

Rev. Richard E. and Mary Elizabeth Plyler Scholarship: Established in 2002 by Rev. and Mrs. Plyler for those attending the M. Christopher White School of Divinity.

Charles H. and Jo B. Rabon Scholarship: This scholarship was initiated in 1995 by family and friends of Dr. and Mrs. Rabon in honor of their commitment to Christian higher education.

James E. and Robin M. Robbins Scholarship: Established in 1994 by Mr. and Mrs. James E. Robbins of Rutherford County.

Mafrey Richardson and Edward H. Sessom Scholarship: The Reverend and Mrs. Edward H. Sessom of Cleveland County established this scholarship in 1994.

Ralph and Clevie Spangler Scholarship: Established in 1996 by Mr. and Mrs. Ralph Spangler of Lawndale, N.C.

Addie Crotts Sparks Memorial Scholarship: Initiated in 1996 by Carl and Faye Spangler to honor the memory of Faye's mother, Mrs. Addie Crotts Sparks.

Foster C. "Pluto" Sprinkle Memorial Scholarship: Established in 2000 by Anita Sprinkle Roberts of Shelby, N.C. to honor the memory of her father.

R. Wayne Stacy Scholarship: Established in 1998 by Mrs. Stuart W. Upchurch of Raleigh, N.C., to honor her former pastor Dr. R. Wayne Stacy.

Henry C. and Neno L. Taylor Family Scholarship: The descendants of Mr. and Mrs. Henry C. Taylor of Connelly Springs, N.C., established this scholarship in 1994 as an act of appreciation for their Christian lives.

Gene L. Watterson Scholarship: Established in 1994 by members of First Baptist Church, Shelby, N.C., the scholarship honors their pastor, Dr. Watterson, on his retirement for his years of ministry.

David W. and Melissa K. White Scholarship: Established in 1999 by David W. and Melissa K. White to provide assistance to needy students attending the School of Divinity.

M. Christopher and Linda F. White Scholarship: Established in 1993 by Dr. and Mrs. M. Christopher White. Dr. White served as president of Gardner-Webb University from 1986-2002.

Paul Wilson Sunday School Class: The Paul Wilson Sunday School Class of First Baptist Church, Shelby, N.C., established this scholarship in 1995.

Ebenezer Missionary Baptist Association Theological Education Scholarship – Established in 2010 by the Ebenezer Missionary Baptist Association, Inc. to provide financial assistance to a full-time or part-time African American Student in the GWU School of Divinity.

Other Christian Service Organization Graduate Scholarships: W. Anderson and Shirley S. Blanton; Jack W. and Josephine S. Buchanan; John Ed and Essie D. Davis Memorial; L. Paul and Kathryn C. Eeds; First Baptist Church of Shelby; J. W. Gantt, Jr., and Mrs. Edna R. Gantt; William K. and Anne T. Gary; L.T. Hamrick Memorial; George E. Hampton; James L. Jenkins Memorial; Robert L. and Rhea Lamb; R. Thad Parsons, III; R.E. and Bonnie R. Price; Reverend and Mrs. W. Bruce Rabon; Lester and Bertie Taylor and Carl and Frances Shook; Roy and Joyce Wyatt.

School of Divinity Endowed Scholarships

In 1993 Gardner-Webb University established the M. Christopher White School of Divinity to provide graduate level professional education for ministers. As part of the overall endowment corpus the following scholarships have been funded:

Baptist State Convention of North Carolina: Established in 1996 by action of the Baptist State Convention, the trust provides scholarships for students in the School of Divinity. Recipients must be residents of North Carolina and members of Baptist churches cooperating with the Baptist State Convention.

Robert H. and Karen Blalock, Jr. Scholarship: Established in 1996 by Mr. and Mrs. Robert Blalock of Gastonia, N.C. Preference is given to students from Gaston County, N.C.

C. David Boan Scholarship: Established in 1996 by Mrs. Helen J. Smith of Pageland, S.C., the scholarship honors her former pastor, Dr. David Boan, an alumnus and former administrator of Gardner-Webb University.

Lewis and Gladys Boroughs Scholarship: Established in 1997 by Mr. and Mrs. Lewis Boroughs of Greensboro, N.C.

Dr. Robert W. Canoy Scholarship: Established in 2007 by friends and family of Dr. Canoy to provide assistance to a Gardner-Webb School of Divinity student.

J. Harold and Peggy Craig Scholarship: Established in 1995 by the Penelope Baptist Church of Hickory N.C. in honor of J. Harold Craig and in memory of Mrs. Craig. The scholarship provides financial assistance to students in sacred music.

Carl L. Crook Scholarship: Established in July 2002 by the members of the First Baptist Church - Rutherfordton to express gratitude for the life and legacy of Carl Crook.

Robert Z. and Jennie B. Falls Scholarship: Initiated in 1993 by Mr. and Mrs. Robert Z. Falls of Shelby, N.C.

First Baptist Church of Lenoir: Established by the First Baptist Church of Lenoir, N.C.

First Baptist Church of Shelby Scholarship: Established by the First Baptist Church of Shelby, N.C.

Charles and Carolyn Horton Scholarship: Established in 1999 by family and friends of Charles and Carolyn Horton. For many years Dr. Horton was pastor of the College Park Baptist Church in Orlando, FL.

John and Jean Lewis Scholarship: Established in 2001 by members of First Baptist Church of Raleigh, N.C., this scholarship honors the ministry and lives of John and Jean Lewis.

Thomas McFarland Linnens Memorial Scholarship: This scholarship was initiated in 1993 by Boiling Springs Baptist Church of Boiling Springs, N.C., in honor of Dr. Linnens, who was pastor of the church for many years. First preference is given to students from Boiling Springs Baptist Church, with second preference given to students from other churches in the Kings Mountain Baptist Association.

Elizabeth, Pat and Tommy McClain Scholarship: Established in July 2002 by the members of the First Baptist Church - Rutherfordton to express gratitude for the life and legacy of Elizabeth, Pat and Tommy McClain.

Ira McCluney Memorial Scholarship: This scholarship was established in 2000 by Mrs. Jessie McCluney Wallace to honor the memory of her father, Ira McCluney and to express her commitment to Christian theological education.

Bettie and Ray Morris Scholarship: Established in July 2002 by the members of the First Baptist Church - Rutherfordton to express gratitude for the life and legacy of Bettie and Ray Morris.

Frank Nanney Scholarship: Established in 2003 by Frank Nanney, a Gardner-Webb Trustee, to express his commitment to Christian theological education.

William T. and Mabel Hoke Nolen Scholarship: This scholarship was established in 2000 by Mr. and Mrs. W. T. Nolen of Gastonia, N.C.

Penelope Baptist Church Scholarships: Established in 1993 by the Penelope Baptist Church of Hickory, N.C.

Robert E. "Zeke" and Virginia Phillips Scholarship: Established in 1998, this scholarship was endowed by the estate of Robert E. "Zeke" Phillips in 2004 to provide financial assistance to students in the divinity school.

Rev. and Mrs. W. Bruce Rabon CSO School of Divinity Scholarship: Established in 2005 by Mr. and Mrs. William K. Gary of Mount Holly, N.C. to express their appreciation of William Bruce Rabon for his longtime service to the Christian Service Organization.

Frances and Bob Riley Scholarship: This scholarship was established in 1993 by April and Garland Bolejack of Shelby, N.C. to honor April's parents, Frances and Bob Riley.

Wade R. and Sophia S. Shepherd Scholarship: Established in 2002 by Mr. and Mrs. Shepherd to express their commitment to Christian theological education and the students of the School of Divinity.

Carl M. and Fannie K. Spangler Christian Education Scholarship: This scholarship was established in 1992 in memory of Carl M. Spangler and in honor of Fannie K. Spangler by their children.

Springvale Baptist Church - Reverend Paul Bullington Scholarship: Initiated by the Springvale Baptist Church of Lugoff, S.C., in 1998.

Blanche Steelman School of Divinity Scholarship: Established in 2005 by Dr. Sanford Steelman of Hickory, N.C. in memory of his mother and to provide financial assistance to worthy and/or students attending GWU School of Divinity.

H. Straughan and Eloise Brown Stokes Memorial Scholarship: This scholarship was established in 2000 by Mr. and Mrs. Henry B. Stokes of Winston-Salem, N.C., to honor the memory of H. Straughan and Eloise Brown Stokes.

Underwood-Watson Scholarship: Established in 1994 by the Reverend James A. Pittman and his wife Ganell of Roanoke Rapids, N.C., the scholarship honors two professors who made a lasting impression on him during his student years at Mars Hill College. The scholarship honors Dr. Evelyn Underwood and Mrs. Elizabeth Watson.

Ed and Laura Anne Vick Travel Fund: Initiated in 2000 by Mr. and Mrs. C.E. Vick, Jr., of Raleigh, N.C., to provide a scholarship to worthy and needy students to participate in the Biblical Studies Travel Study Program.

Roy O. Warren and Juanita H. Warren Christian Educational Fund: Roy Warren left the bulk of his estate to First Baptist Church, Winston-Salem, N.C., for the purpose of establishing this fund. It was initiated in 1999 to provide assistance for Baptist students with financial need, with preference given to students who are members of First Baptist Church, Winston-Salem.

Joe C. and Estilla McSwain Washburn Memorial Scholarship: Established in 1993 by various descendants of Joe C. and Estilla McSwain Washburn of the Double Springs Community of Cleveland County, North Carolina.

W. Wyan and Emily D. Washburn Scholarship: Dr. and Mrs. Wyan Washburn of Boiling Springs, N.C., established this scholarship in 1993. Dr. Washburn served as the University physician for many years.

M. Christopher and Linda F. White Scholarship: Established in 2003 by M. Christopher and Linda F. White to provide financial assistance to worthy and/or needy students attending the school of divinity.

Carlos L. and Constance C. Young Scholarship: Established in 1993 by Mr. and Mrs. Carlos L. Young of Shelby, N.C.

H. Fields and Ruth B. Young, Jr. Scholarship: Established in 1993 by Mrs. H. Fields Young, Jr. of Shelby, N.C., in memory of her husband.

H. Fields, III and Margaret B. Young Scholarships: Established in 1999, 2000, and 2001 by Mr. and Mrs. Young of Shelby, N.C. Mr. Young is a trustee and served as chair of the University's most successful capital campaign.

Other School of Divinity Scholarships: L. Paul and Kathryn C. Eeds CSO Divinity; Fred and Jean Mauney Church Music; J.L. and Nettie McCluney; Nations Ford Community Church - Charlotte; Ann King Rouse; Sophie Shell Shepherd.

Communication Studies Endowed Scholarships

Lee B. Weathers Memorial Scholarship: The fund was established by Henry Lee and Pearl A. Weathers, children of Lee B. Weathers. Preference is given to students who major in Journalism or Communications Studies with an interest in broadcast and/or print journalism, public relations, or publishing. Also, children of any employee of the Shelby Star who apply shall be given preferential consideration if determined worthy by the University.

R. G. Puckett Scholarship: Established by Ramon A. Brittain in honor of R. G. Puckett to assist students studying journalism.

Disabled Student Endowed Scholarships

William P. and Willene C. Davis Scholarship For Hearing Impaired Students: Established in 1985 by William P. and Willene Davis of Southern Pines, N.C.

George T. and Marguerite Noel Memorial Fund for Visually Impaired Students: Marguerite Warren Noel established the fund in 1983 in memory of her husband, who was an ophthalmologist.

Marylene Noel Scholarship for Disabled Students: Established by Mrs. Marguerite Warren Noel in 1989 in honor of her daughter Marylene. Preference is given to students who are visually or hearing impaired.

Charles L. Sigmon Memorial Scholarship for Visually Impaired Students: Established in 1990 by

Mrs. Charles L. (Lura B.) Sigmon and son Les C. Sigmon.

Alfred L. and Mary Mayo Stancil Scholarship for Hearing Impaired Students: Established in 1989 by the Stancil family.

Nancy Hope Willis Memorial Scholarship: Established in 1985 in honor of Nancy Hope Willis of Greensboro, N.C., the scholarship provides financial assistance to students with physical disabilities.

Carlos L. and Constance C. Young Scholarship: Initiated in 1993 by Mr. and Mrs. Carlos L. Young of Shelby, N.C.

Fine and Performing Arts Endowed Scholarships

C.A. and Essie Y. Brittain Memorial Music Scholarship: Established by Mrs. C.A. Brittain in 1977 in memory of C.A. Brittain of Casar, N.C.

George R. Cribb Music Scholarship: Funded by faculty, family, former students and friends, this scholarship honors the contributions of Dr. George R. Cribb to the University.

Etta M. Elliott Memorial Music Scholarship: This scholarship was established in 1981 in memory of Mrs. Etta M. Elliott, wife of the late Philip L. Elliott, former Gardner-Webb University president.

C.A. and Annie Knotts Hoyle Memorial Music Scholarship: This scholarship was established in 1992 by an estate gift from Annie K. Hoyle of Sylva, N.C. Preference is given to organ majors.

W.H. Hudson Scholarship Fund: Established by Sue and Hill Hudson, Jr., in memory of W.H. Hudson, a former Gardner-Webb University Trustee and personal friend of the late Philip Elliott, seventh president. The fund is to provide financial assistance to needy and worthy citizens from North and South Carolina with first preference being given to students from Cleveland County, studying in the field of sacred music.

Suzanne Thuot Kirby Memorial Scholarship: Established in 2004 by her estate to provide assistance to full-time Gardner-Webb University students majoring in piano and organ.

Madge Sperling Little Memorial Scholarship: Established in 2005 by the estate of Lloyd Ray Little to memorialize his wife, Madge Little, who preceded him in death to provide assistance to full-time students attending GWU majoring in music.

John T. McCulloch Fine Arts Scholarship: This scholarship was initiated in 1998 by McCulloch England Associates Architects of Charlotte, N.C., as a memorial tribute to John T. McCulloch, whose commitment to Gardner-Webb University and Christian higher education was expressed

through his talent as an architect and his service as a member of the Board of Trustees.

Max and Mary Padgett Music Scholarship: Established in 1990 by Mr. and Mrs. Max Padgett of Hickory, N.C.

Robertson-Fern Scholarship Fund: Initiated in 2007 by members of the Robertson and Fern families in remembrance of James William Robertson, father of Linda Robertson Fern, and in recognition of the service and commitment of Dr. Terry L. Fern, Professor of Music, Gardner-Webb University.

Dorothy Scism Seagraves Scholarship: Established in 1995 by James A. and Dorothy Scism Seagraves of Charlotte, N.C., the scholarship provides financial support for full-time students who are studying for a degree in music education or sacred music.

Eloise and Evelyn Spangler Music Scholarships: The fund was named in honor of Eloise and Evelyn Spangler of Shelby, N.C.

Butch and Jim Spivey Scholarship – Established in 2007 to provide financial assistance to a full-time student.

Other Fine and Performing Arts Scholarships: Gardner-Webb University Music Faculty; John R. McClurd

International Student Endowed Scholarships

Beulah Rimmer Craig Memorial Scholarship: The fund was established in 1979 by Mrs. Beulah Rimmer Craig of Lincolnton, N.C. The scholarship provides financial aid to international students or to sons or daughters of missionaries.

Clyde J. Dotson Scholarship: A pioneer missionary to Africa, the Reverend Clyde J. Dotson was honored by the creation of the scholarship fund by his daughter, Grace Dotson Warren and Dr. T.L. Warren of Hickory, N.C.

Mathematics and Science Endowed Scholarships

Joseph W. Geddes Memorial Engineering Scholarship: In 1971 the University received funds from the estate of Joseph W. Geddes.

Glaxo Women in Science Scholars: Established by a gift from the Glaxo Foundation in 1994, the scholarship is awarded to two women students each year based on academic merit and leadership.

Paul W. Jolley Scholarship for Mathematics: This scholarship was initiated in 1996 by Dr. Paul

W. Jolley and Mrs. Maxine S. Jolley to express their commitment to Christian higher education. The scholarship is to provide financial assistance to worthy and needy students in their Junior or Senior years of study.

Z.W. and Carl E. Jolley Memorial Scholarship: Established by the family and friends of Z.W. and Carl E. Jolley. The scholarship is awarded to a student who is interested in studying mathematics or computer science.

Professor and Mrs. M.A. Moseley, Jr., Memorial Scholarship: Established in 1987 by friends and former students in memory of the Moseleys. Preference is given to students majoring in chemistry.

Ministerial Undergraduate Endowed Scholarships

In addition to the Christian Service Organization endowed scholarships, the following funds have been established to assist undergraduate students preparing for a full-time Christian vocation.

Nancy and Udean Burke Scholarship: Mr. and Mrs. Udean Burke of Newton, N.C., initiated this scholarship to aid undergraduate ministerial students.

Beda Campbell Memorial Scholarship: Established in 2000 with a gift from the estate of Beda Campbell.

Florence Baptist Church Scholarship: Established by Florence Baptist Church, Forest City, N.C.

Gaston Memorial Education Fund: The fund was established by O'Neil and the late W.F. Gaston of Belmont, N.C., in 1978 to honor Albert Forest Gaston and his wife, Vera L. Gaston, and to express a commitment to Christian higher education. Preference is given to qualified applicants from First Baptist Church, Belmont, N.C.

Willie D. and Murleen G. Hall Ministerial Scholarship: This program was established by Mr. and Mrs. Hall to aid deserving Christian vocational students.

Carl and Lula Hamrick Memorial Scholarship: Established in 1996 by the estate of Lula Hamrick of Boiling Springs, N.C.

A.D. and Ruth Park Harmon Memorial Ministerial Scholarship: The fund was established by the late Troy Harmon, an alumnus and former employee of Gardner-Webb University, in memory of his mother and in honor of his father.

L.R. Harrill Ministerial Scholarship: Established by the late L.R. Harrill of Raleigh, N.C., the

scholarship provides financial aid for a student or students preparing for service in the foreign mission field.

Wendy Suzanne Hazelworth Love Memorial Scholarship: This scholarship was established in 1991 by Mr. and Mrs. John B. Hazelworth and Maureen Hazelworth Colwell in memory of their daughter and sister Wendy Suzanne Hazelworth. The scholarship assists worthy and needy students majoring in Religion whose goal it is to serve, after graduation, in some religious field in the Lutheran or other Christian church.

Clyde B. and Kathryn B. Little Ministerial Scholarship: Established in 1987 by Mr. and Mrs. Little.

Huel E. May Memorial Ministerial Scholarship: Initiated by Mrs. Billie H. May to honor the memory of her husband, the Reverend Huel E. May.

R.L. and Dorothy B. Maynard Ministerial Scholarship: Established in 2000 by Mr. and Mrs. R.L. Maynard of Taylorsville, N.C. Students from the Theron Rankin Baptist Association, and in particular Highland Baptist Church of Catawba County, will receive preference.

M.E. Shell Ministerial Scholarship: Established in 1979 by Mr. and Mrs. M.E. Shell of Valdese, N.C., scholarships are awarded to a minimum of two ministerial students, with preference being given to students from Burke County, N.C.

Reverend and Mrs. H.M. Stroup Memorial Ministerial Scholarship: Established by the late Reverend and Mrs. H.M. Stroup of Spruce Pine, N.C.

Other Ministerial Undergraduate Scholarships: Lena Niven Ayers Memorial; Hardin Memorial; William W. and Mary K. McKinney; M.G. Martin Memorial; Elizabeth Dudley Nolan Memorial; Donald Ervin and Betty Morris Smith.

Nursing Endowed Scholarships

C. Alonzo and Millie Hipps Brittain Scholarship: Established by Mr. and Mrs. Ramon A. Brittain in memory of C.A. and Millie Hipps Brittain to provide financial assistance to students in the nursing program.

Mary McGrady Burnette Nursing Scholarship: Mr. and Mrs. William M. Burnette of Columbia, S.C., established this scholarship in 1998.

Joseph H. and Carolyn C. Carroll, III Nursing Scholarship: This fund was established in 1990 by Mr. and Mrs. Carroll in memory of their son, Joseph H. (Joey) Carroll, IV. First preference is given to the residents of Cleveland County, N.C.

Janice Perkins Clayton Memorial Scholarship: Initiated in 1997 by Mr. and Mrs. John W. Perkins of Forest City, N.C. to honor their daughter Janice.

Dialysis Clinic, Inc. Scholarship: This fund was established in 2007 by the Dialysis Clinic of Shelby, North Carolina.

W.P. and Pauline T. Ellis Nursing Scholarship: This scholarship was initiated in 1992 by Mr. and Mrs. W. P. Ellis, residents of Shelby, N.C.

Robert R. and Jessie I. Forney Nursing Scholarship: Established in 1988 by Mr. and Mrs. Robert R. Forney of Shelby, N.C. Preference will be given to residents of Cleveland, Rutherford and Gaston Counties who demonstrate academic ability, need and Christian citizenship. The recipient will be obligated to work in a hospital in Cleveland County, with preference given to Cleveland Regional Medical Center, one year for each year the scholarship-loan was received.

Willie Odom Money Memorial Scholarship: This scholarship was funded in 1995 with a gift from the estate of Willie Odom Money, a resident of Iredell County, N.C.

John and Gerry Perkins Nursing Scholarship: Established in 2006 by John and Gerry Perkins to provide financial assistance to students in the nursing program.

Reagan Stewart Memorial Scholarship: Established in 1991 in memory of Dr. Stewart, a former member of the board of Davis Hospital Foundation. The scholarship is awarded to a student enrolled in the Davis Nursing Program in Statesville, N. C.

Ina Rufus E. Stutts Memorial Scholarship: Established by an estate gift from Mrs. Rufus Stutts, the scholarship provides support to nursing students with preference given to students from Cleveland and Scotland Counties in North Carolina and Dillon County, South Carolina.

Donald and Betty Taylor Nursing Scholarship: Established in September 2002 to support worthy and needy nursing students. Recipients will be known as “Taylor Scholars”.

Ernest Julian Webb Memorial Nursing Scholarship: This scholarship was initiated by Mrs. Irene B. Webb to honor the memory of her late husband, Mr. Ernest Julian Webb.

Jean M. Young Memorial Nursing Scholarship: Established in 1994 by the family and friends of Jean M. Young, of Shelby, N.C.

Chris Keen Nursing Scholarship – Established in 2011 by the Dialysis Clinic, Inc. to provide financial assistance to a full-time nursing student pursuing a career in Nephrology or organ transplant.

Other Nursing Endowed Scholarships: Mattie Hoyle; Marjorie Cox Gray; Albert D. Raines; Memorial; J.L. and Nettie McCluney; Grace L. Lee/Shirley Putman Toney; Elizabeth J. Moore Memorial.

Teacher Education Endowed Scholarships

Gladys H. Bridges Endowed Scholarship: This scholarship was established in 2009 by the family of Bob and Joy Ramsey in memory of Gladys Bridges, a teacher at Dover Elementary School

Roberta Warlick Dixon Memorial Scholarship: This scholarship was established in memory of Mrs. Robbie Dixon, a teacher in the Shelby City Schools.

Michael J. Frost Scholarship: Funded by the Lutz Foundation of Cliffside, N.C., the scholarship was established in 1995 to honor Michael Frost, Petroleum World executive. The scholarship is awarded to female students who are in the teacher education program.

Hamrick-Perry Memorial Scholarship: Mr. and Mrs. Dwight S. Perry of Lawndale, N.C., established an endowed fund in memory of their parents, Mr. and Mrs. William S. Perry and Mr. and Mrs. Henry Hamrick.

Eugene and Betty Washburn and S.L. and Betty Johnson Endowed Scholarship: Established in 2007 by Harry and Sherwin Washburn to provide assistance to students pursuing a career in education.

W.F. and Mozelle Costner Parker Scholarship: Established in 2000 by Mrs. Parker of Gibson, N.C., to provide scholarships for North Carolina students.

Sara McFarland Suttle Memorial Scholarship: Established in 1994 by Mrs. Suttle's children- J. Linton Suttle, Vance Suttle and Carol Suttle Arey, all of Shelby, N C.

James Orville "Dean" and Rubye Reynolds Terrell Scholarship: This scholarship was established in 1993 to provide financial assistance for students preparing for teaching careers. Dr. Terrell was a history professor for twenty-seven years at Gardner-Webb where he also served as Dean and Vice President.

Other Teacher Education Scholarships: Proctor-Bridges; Susan Renae Cook Memorial; Joyce Harris Putnam Memorial; Janice Phillips Freeman; GWU Teacher Education.

Bill and Jewel Borders Brown Scholarship – Established in 2010 by Bill and Jewel Brown to provide financial assistance to a full-time student pursuing a career in education.

Proctor-Bridges Scholarship – Established in 2004 by Mike Bridges, Martha McGee and Susan Van Dyke to honor their parents, Glenn and Jan Proctor Bridges. This scholarship is to provide financial assistance to a full-time student seeking a degree in education.

Theater Scholarship

Barbara and John Brock Scholarship: Established in 1997 by Mr. and Mrs. John Brock of Shelby, N.C. to provide financial aid to fulltime students who work with the University's theater program in either acting or technical capacity.

Worthy/Needy Scholarship

Roger Dale Bridges Memorial Scholarship- Established in 2002 by Mr. and Mrs. T.F. Bridges to honor the memory of Roger Dale Bridges.

Dr. E. Harvey and Jane Rogers Scholarship – Established in 2010 by Randy and Betty Marion to provide financial assistance to a full-time student from Iredell County.

John and Maxine Simpson Memorial Scholarship – Established in 2008 by Steve Simpson

C.M. Herndon Foundation – Established in 2012 by the C.M. Herndon Foundation to provide financial assistance to a full-time student from Durham County.

Merit Scholarships

James O. and Jackie Alair Memorial and Wilbrun and Marie Wellmon Scholarship: Established in 2008 by Marie and Wilburn Wellmon.

William S. Barkley, Jr. Memorial Board of Advisors Scholarship: Funded by the Board of Advisors of Gardner-Webb University, this scholarship was named in April 1994 in memory of Lt. Col. William S. Barkley, Jr. Mr. Barkley was SGA President during his student days at Gardner-Webb and was recognized as the most outstanding male graduate.

William S. Barkley, Jr. Memorial Scholarship: Established in 1993 by family and friends of William S. Barkley, Jr. who lost his life in service to his country.

C. L. Beam Memorial Scholarship: In 1966, Charles Grier Beam, Chairman, Board of Directors, Carolina Freight Carriers Corporation, created a scholarship named in honor of his mother, Mrs. Nancy Jean Beam of Lincoln County, and in memory of his father, Charles Lester Beam.

Caroline Thayer Bland Memorial Scholarship: Established in December 2001 with funds received from the Caroline Thayer Bland Trust.

Grace Welch Blanton Scholarship: Established in 1994 by Lyn Blanton Kirkland to honor her mother.

Nancy and George Blanton, Jr. Scholarship: Established in 1996 by Mr. and Mrs. George Blanton, Jr. of Shelby, N.C. The scholarship provides support for worthy yet needy full-time students from Cleveland and surrounding counties.

T.F. and Rhea Bridges Scholarship: Established in 1987 by Mr. and Mrs. T.F. Bridges of Shelby, N. C.

George Henry and Martha Jane Brittain Memorial Scholarship: In 1965 L.H. Brittain of Shelby, N.C., gave property to Gardner-Webb for the purpose of endowing a scholarship in memory of his parents.

Class of 1949 Leadership Scholarship: Established in 1999 by the alumni of the Class of 1949 as part of their fiftieth reunion celebration.

Class of 1950 Leadership Scholarship: Established in 2000 by the alumni of the Class of 1950 as part of their fiftieth reunion celebration.

Class of 1951 Leadership Scholarship: Established in 2001 by the alumni of the Class of 1951 as part of their fiftieth reunion celebration.

Cora C. Costner Memorial Scholarship: This fund was established in 1976 by Mr. and Mrs. W.F. Parker, daughter and son-in-law of Mrs. Costner. Preference is given to students from Cleveland and Rutherford counties.

J.R. Dover, Jr., Memorial Scholarship: In 1962, J.R. Dover, Jr., established an endowed fund for scholarships.

Pamela Gail Darnell Memorial Scholarship: Established in 2005 by Ed and Betty Darnell of Inman, S.C. and their son, Ben in loving memory of their daughter and sister, Pamela Gail Darnell. Pam was a senior at GWU at the time of her death in June 2005 from Lymphoma.

Duncan Family Scholarship: Established in 1993 by Grady S. and Joretta W. Duncan of Belmont, N.C. to provide scholarships for needy but worthy fulltime students. Preference is given to students from Gaston County, N.C.

The William Arthur and Cora Honeycutt/Joyce Ann Earnhardt Endowed Scholarship: Initiated in 2002 by Joyce A. Earnhardt in memory and appreciation for her parents, William Arthur and Cora Honeycutt Earnhardt.

Philip Lovin Elliott Memorial Scholarship: Established in 1961 by family and friends as a loan fund but transferred to a scholarship fund in 1997 for needy and worthy students. The scholarship honors Dr. Elliot who served as seventh president of Gardner-Webb for eighteen years.

Dr. and Mrs. Philip L. Elliott and Mr. and Mrs. Albert W. Oakes Scholarship: Established in 1996 by Mr. and Mrs. George A. Passes.

W.P. and Pauline T. Ellis Scholarship: In 1992 Mr. and Mrs. W.P. Ellis of Shelby, N.C. established the scholarship.

Catherine Cline Falls and John Zimri Falls, Jr., Memorial Scholarship: Dr. and Mrs. Ralph L. Falls and Mrs. Helen F. Miller established the fund in memory of Catherine and John Z. Falls.

First Baptist Church of Shelby Scholarship: Established in 2003 by First Baptist Church of Shelby, North Carolina to provide scholarship assistance to worthy and/or needy students.

Robert and Mae L. Geouge Memorial Scholarship: Established in 2000 by a gift from the estate of Mae L. Geouge to provide support for students with financial need.

Earle A. and Adele G. Hamrick, Sr., Memorial Scholarship: This scholarship was established in memory of Earle A. Hamrick, Sr., by his wife. Qualified students from the Haywood County area are given first consideration.

Julian W. Hamrick Scholarship: Established in 2006 by Sara Ellen Hamrick in memory of her husband to provide assistance to worthy and/or needy students.

Maxwell B. Hamrick, Sr., Ruth P. Hamrick, and O.P. Hamrick Endowed Scholarship Fund: Established and funded by members of the Hamrick family, the fund provides support for worthy and needy students.

S.C. and Pauline D. Harrill Memorial Scholarship: Established in 1996 through the estate of Mrs. Harrill for students in need of financial assistance.

Norman Harris Leadership Scholarship: Initiated in 2002 by the alumni of 1952 and 1953, the scholarship honors Norman Harris, a very influential football, basketball and baseball coach and athletic director at Gardner-Webb.

W. Shirley and Gladys J. Haynie Endowed Scholarship Fund: The fund was established in 1981 by Mrs. W. Shirley Haynie in memory of her husband to express their commitment to Christian

higher education. Preference is given to qualified applicants from Gaston and Yadkin counties.

Sam and Rachel High Memorial Scholarship: Established in 2005 by Samala Hocutt, Mary J. High and Sam High to memorialize their parents, Sam and Rachel High. First preference is given to a student majoring in American Sign Language.

James A. and Hazel B. Hodge Memorial Scholarship: Established in 1989 by Mr. and Mrs. James Hodge of Rutherford County.

Harold and Jean Hollifield Memorial Scholarship: This scholarship was established in 2000 with a gift from the estate of Harold Hollifield. First preference is given to a student majoring in English.

Huggins-Hamrick Memorial Scholarship: Established in 2005 by Mr. and Mrs. James R. (Sonny) Huggins of Boiling Springs, N.C. in memory of their grandparents, James Dwyre and Bessie Atkins Huggins, and Oliver Paul and Jessie Pangle Hamrick.

George P. and Cordia H. Johnson Memorial Scholarship: Established in 2001 by the estate of Cordia H. Johnson to provide scholarship aid.

Garrie L. Kendrick Memorial Scholarship: Established by Mrs. Garrie L. Kendrick in memory of her husband.

Kings Mountain/Gardner-Webb University Scholarship: Established in 1990 by the Kings Mountain City Council and Gardner-Webb University. The scholarship is awarded each year to a graduating senior of Kings Mountain High School.

Harwick Wiley Kiser, Jr. Endowed Scholarship Fund: Established in 1998 by Gardner-Webb alumnus Harwick W. Kiser, Jr. in memory of his grandfather, Glenn E. Swaim, Sr., and in honor of his parents. Deserving students of Hispanic origin are to receive first preference.

L.V. Lee Family Memorial Scholarship: The scholarship fund was established by Iva Sperling (Mrs. Norman B.) Lee to honor the memory of Lawrence Victor Lee, M.D., Susan Lattimore Lee, and Norman B. Dennett Lee.

LeGrand-Ware Memorial Scholarship: Mr. and Mrs. R.T. LeGrand, Jr., of Shelby, N.C., established this scholarship in memory of their parents, Mr. and Mrs. Richard Torrance LeGrand, Sr., and Mr. and Mrs. Moffatt Alexander Ware. Nominations will be received in the spring for students entering the following fall from each high school in Cleveland County. Applicants must demonstrate a real interest in the free enterprise system and should show the potential for leadership as exhibited by school activities. The award will be divided equally over

eight semesters.

David and Winifred Herbert Lindsay Memorial Scholarship: Established in 1989 by Mrs. Lindsay, a resident of Rutherford County, N.C., the fund provides financial assistance to worthy and needy full-time students. Preference is given to residents of Rutherford and area counties in North Carolina.

Ira and Catherine Priscilla McCluney Memorial Scholarship: This scholarship was initiated in 2000 by Mrs. Jessie McCluney Wallace of Spartanburg, S.C., to honor the memory of her late parents, Ira and Catherine Priscilla McCluney, and to express her commitment to Christian higher education.

Randolph and Evangeline Martin Memorial Scholarship: This scholarship was established in 1969 by Mrs. Randolph Martin and her children, Conrad and Julia.

Mr. and Mrs. B.S. Mauney Memorial Scholarship: This scholarship was established in 1973 by the late Mr. and Mrs. B.S. Mauney.

Daniel W. Moore, Jr. Scholarship: Established in 2003 by his wife Bettye A. Moore in loving memory of her husband Dan, a former Trustee.

Joe T. and Ellen B. Moore, Sr. Scholarship: Established in 1989 by Mrs. Moore in memory of Mr. Moore to express their commitment to Christian higher education. First preference is given to members of the First Baptist Church, Belmont, NC.

Mr. and Mrs. M.A. (Brick) Morris Scholarship: Mr. and Mrs. Morris endowed this scholarship. Students from South Carolina are considered first.

Porter Brothers, Inc., Scholarship: In 1970 a fund was established by Porter Brothers, Inc., of Shelby, N.C., to assist needy and worthy students.

Thomas P. Pruitt, Sr., Memorial Scholarship: Mr. Pruitt was an outstanding Christian layman known for his service to the First Baptist Church of Hickory, N.C. He is honored through this fund by his wife, children, and friends.

Minna Lee Bowling Rice Memorial Scholarship: Established in 2003 by her niece, Eleanor Porter, in Memory of her Aunt Minna.

William Paul Riggs, Sr. and Loudene Wright Riggs Scholarship: Established in 2003 by Betty J. and Hylton Wright to express their appreciation to the Riggs for their commitment to Christian higher education and the values held by Gardner-Webb University.

John E. and Helen Goodwin Roberts Scholarship: Funded in 2002 by Dr. and Mrs. Roberts to assist two worthy and needy students, one of whom is to be studying in the field of communications.

D.W. Royster, Sr., Memorial Scholarship: Established by the family and friends of D.W. Royster, Sr., this fund honors his memory.

Walter Ed and Gertrude Sain Memorial Scholarship: Funded by a gift from the estate of Walter Ed Sain of the Toluca community in northern Cleveland County, North Carolina, the scholarship was established in 1995.

Max and Dorothy Elliott Sink Scholarship: Initiated in 2001 by Dr. and Mrs. Max Sink of High Point, N.C., the scholarship provides assistance for deserving students who have financial need. First preference is to children of missionaries.

Mr. and Mrs. Ray Small Academic Scholarship: This fund was established by Mr. and Mrs. Ray Small of Lincolnton, N.C.

Elon and Etheleen M. Smawley Scholarship: Mr. and Mrs. Smawley established this scholarship in 1985 to provide financial assistance to students.

C.R. and Elizabeth Spangler Scholarship: This scholarship is made possible by Mr. and Mrs. C.R. Spangler and Mr. and Mrs. Ralph Spangler of Cleveland County, N.C. Preference is given to Cleveland County students.

Everett G. and Vera L. Spurling Scholarship: Established in 1971 by Mr. and Mrs. Everett G. Spurling to provide scholarships for needy and worthy students, with preference given to students from upper Cleveland County.

Charlene Stamey Memorial Scholarship: This scholarship was established by a gift from the estate of Charlene Stamey of Fallston, N.C.

Marvin D. and Mary B Stinson Scholarship: Established in 1998 by Helen M. Stinson in memory of her parents.

TDA Scholarship: Established by Mr. W. Thomas Bell of Transportation & Distribution Associates, Inc. Mr. Bell is a 1971 alumnus and was named GWU Alumnus of the Year in 1999.

J.P. Stevens and Company Scholarship: Established in 1965 by J.P. Stevens and Company. Preference is given to students from Cleveland County.

Richard VanLunen Foundation Scholarship: Established in 2005 by the Trustess of the Richard VanLunen Foundation to provide scholarships for worthy/need, first generation college students.

Michael Ray Wagner Memorial Scholarship: Established in 1992 by Rev. and Mrs. Donald Wagner, this scholarship honors the memory of their son Michael Ray Wagner. Michael was killed on September 20, 1984 in Beirut, Lebanon while serving his country. Preference is given to basketball managers, students in the School of Divinity, or students in the School of Nursing.

Annie Mae Walker Memorial Scholarship: Funded by a gift from the estate of Annie Mae Walker of the Green Creek community in Polk County, N.C.

M. Christopher and Linda F. White Hart County High School Scholarship: Established in 1995 by Dr. and Mrs. M. Christopher White. Dr. White was the tenth president of Gardner-Webb University, having served in that role from 1986-2002. The scholarship is restricted to graduates of Hart County High School, Hartwell, GA.

Margaret Young Memorial Scholarship: In 1966 Mr. J.F. Alexander, Mrs. Martha Howe, and Mrs. Kathleen Alexander Carpenter, all of Salisbury, N.C., created the scholarship as a memorial to Margaret Young.

Other Financial Need Endowed Scholarships: Barbara Ann Allebrand; C. and O. Arrington; Anissa Bingham Memorial; Mr. and Mrs. Howard S. Berry; Martha B. Blackburn; Roger Dale Bridges Memorial; Ronald F. Carpenter; Mary Lide Doggett Memorial; First Baptist Church of Shelby; W. Shirley and Gladys J. Haynie; Nancy Holbrook; Jennie King; Kings Mountain/GWU; Frank and Barbara Mayo; William W. McKinney; Virgil M. Hailey; Minnie Connor Poston Memorial; Thomas P. Pruitt, Sr.; S.S. Royster, Sr. Memorial; George Edward Sweet Memorial; E. Jerome Scott Memorial; Class of 1951; Class of 1972; Class of 1973; Class of 1987; Class of 1988; Class of 1997; Class of 1998; Class of 1999, Class of 2000, Class of 2001.

General Purpose Endowed Scholarships

George and Ida Wood Blanton Scholarship: In 1955 George Blanton and Ida Wood Blanton of Shelby, N.C., created a trust fund for the purpose of encouraging and promoting the education of capable and deserving young men and women through the facilities of Gardner-Webb University.

Joseph B. Freeman Education Fund: The Joseph B. Freeman, Jr. Education Fund was established in 1991 to provide freshman year scholarships for promising students who do not have the financial resources to attend college. The scholarship is limited to graduates of high schools in Cleveland County. Further, the scholarship is intended for those few extraordinary

individuals whose academic ability and motivation are good, but whose personal circumstances prohibit college.

Daniel W. and Bettye A. Moore, Jr., Scholarship: Established in 1990 by Mr. and Mrs. Dan Moore, Jr. of Boiling Springs, N.C.

Earl W. and Evelyn H. Spangler Practical Leadership Development Scholarship: The fund was established by Earl W. and Evelyn H. Spangler of Shelby, N.C., in 1979 to express a commitment to Christian higher education. The scholarship is awarded to an entering freshman with the most clearly demonstrated record of, and with the most predictable potential for general practical leadership.

Eloise and Pat Spangler Fund: This fund was established in 1981 by their many friends from across the Southeastern United States as an expression of appreciation for the Spanglers' years of public service. The fund provides graduate stipends for teaching assistantships.

Annual Scholarships

Alpha Epsilon Award: This \$500 scholarship is given by the Alpha Epsilon Chapter of Delta Kappa Gamma, a society that promotes the professional and personal growth of women educators and excellence in education. This annual award is given to a female Cleveland County resident enrolled in the teacher education program.

BB&T Merit Scholarship: Provides scholarship assistance to a worthy and needy student. Funds are administered through the Independent College Fund of North Carolina.

North Carolina Baptist Scholarship: Awarded to selected students who are members of North Carolina Baptist churches cooperating with the NC Baptist State Convention. The funds are awarded and provided by the Convention. A separate online application (<https://chegrants.secureshd.com>) must be completed prior to May 1.

Helen Ann Beam Nursing Scholarship: Established in July 2002 by Helen Beam of Orlando, Florida. Her desire is for this scholarship to assist nursing students from Cleveland, Rutherford and Polk counties in the A.D.N., B.S.N., or M.S.N. programs.

Boiling Springs Rotary Club Scholarships: The Boiling Springs Rotary Club raises scholarship funds for graduates of high schools in Cleveland County.

Charles and Drew Bridges Health Careers Scholarship: Established in 1996 by Dr. Drew Bridges, class of 1967 and a member of the Athletic Hall of Fame, the scholarship provides support for an athlete who expresses an interest in a career in health services.

Broyhill Family Foundation Scholarship: Provides scholarship assistance to a worthy and needy student. Funds are administered through the Independent College Fund of North Carolina.

Mary Lou Causby Scholarship: \$300 is awarded annually to a rising sophomore nursing student. Preference is given to a former LPN or an older student who demonstrates maturity, dedication, and commitment to the nursing profession.

Cleveland Physical Therapy Associates Scholarship: This scholarship was established in 1999 by Cleveland Physical Therapy Associates and is awarded to a student studying in the Athletic Training Program.

Coca-Cola "First Generation" Scholarship: This scholarship was established by The Coca-Cola Foundation for one student at each of North Carolina's 36 independent colleges and universities. The student must be full-time and must be the first in his or her immediate family to attend college.

Dover Foundation Scholarships: Funds provided by the Dover Foundation of Shelby, N.C., are given to an outstanding graduate of each of the following high schools: Crest, Burns, Shelby, Kings Mountain. Application forms for these competitive freshman year scholarships may be obtained from the high school guidance counselors or Gardner-Webb's Admissions Office.

Duke Energy Foundation Scholarship: Provides scholarship assistance to a worthy and needy student. Funds are administered through the Independent College Fund of North Carolina.

First Baptist Church, Shelby, North Carolina Scholarships: Funds are given to deserving students by the First Baptist Church of Shelby, N.C.

FOCUS Scholarships: The Fellowship of Christians United in Service, a ministry of the Gardner-Webb University Baptist Student Union, gives four, or more, \$200 scholarships each year. One scholarship is awarded to the FOCUS coordinator-elect, and the others are awarded to students nominated by the FOCUS ministry and approved by the Admissions and Financial Planning Committee.

Golden LEAF Foundation Scholarship: Provides scholarship assistance to a worthy and needy student. Funds are administered through the Independent College Fund of North Carolina.

F. Keith Griggs Memorial Scholarship: Established in 1999, this scholarship honors the memory of Dr. Keith Griggs, who was a professor in the Broyhill School of Management for 34 years.

Margaret Wellmon Jarvis and Charles Jarvis Academic Scholarship: This scholarship was established in 2000 to benefit students from the Gastonia area, with first preference given to

students from Gaston County High School.

J. Ray Lutz Memorial Scholarship: Established in 1988 by Petroleum World, Inc. of Cliffside, North Carolina, this \$2,000 scholarship is named in memory of J. Ray Lutz of Shelby. It is awarded to an entering freshman from Cleveland, Rutherford, Polk, McDowell, or Burke County.

Lilly Hoyle Lutz Memorial Music Scholarship: Established by Mr. and Mrs. Ray Webb Lutz and Mr. and Mrs. Jack Lutz to provide financial assistance to a music major who participates in the Gardner-Webb University Community Orchestra. A scholarship of \$1,000 will be awarded annually on Awards Day for the following academic year.

McCurry-Deck Scholarship: This scholarship was established by the McCurry-Deck Motor Company in Forest City, N.C.

OrthoCarolina Scholarship: This scholarship was established in 1999 by Miller Orthopedic Clinic and is awarded to a student studying in the Athletic Training Program.

John Gene and Delores Hamrick Turner Scholarship: Established in 2004 in honor of Mr. and Mrs. John Gene Turner, this scholarship provides funds for a deserving female or male basketball player.

UPS Scholarship: This scholarship was established in the early 1970s by UPS through the Foundation for Independent Higher Education and is now facilitated through the North Carolina Independent Colleges and Universities organization.

Wachovia Foundation Scholarship: Provides scholarship assistance to a worthy and needy student. Funds are administered through the Independent CollegeFund of North Carolina.

Finances

EXPENSES FOR THE 2014-2015 ACADEMIC YEAR – REGULAR PROGRAM

Gardner-Webb University will make every effort to keep operating costs low while providing quality programs. Through the support of the Baptist State Convention of North Carolina, the Independent College Fund of North Carolina, private gifts from alumni, business and other friends, and endowment earnings, Gardner-Webb is able to charge tuition which is less than the actual cost of instruction and other services. The University, however, reserves the right to change tuition and other charges at the beginning of any semester if such change is necessary in the judgment of the Board of

Trustees.

Item	Per Semester
Tuition (10-18 hours)	\$13,345
Room: Traditional dorm	\$ 2,245
Suite Style	\$ 2,370
University Commons	\$ 3,580
Board: See Board Plan Options	
Overload (more than 18 semester hours)	\$426/hour
Residence Hall Security Deposit	\$ 150
Communication Fee (Resident Students Only)	\$ 95
Student Activity Fee	\$ 100
*Insurance	\$225

* The cost for a student accident and health insurance plan is assessed to every full-time student unless a waiver form is completed certifying that the student is covered by some other insurance plan(s).

Each student is expected to review his or her online bill at the beginning of the semester and to make satisfactory financial arrangements no later than the end of the first full week of classes.

BOARD PLAN OPTIONS

All resident students must participate in an eligible board plan. (Note: Resident students must be enrolled in at least 12 semester hours during the entire semester of their residency. Exceptions require the prior permission of the Office of Residence Education.

Plan Description	Meal Opportunities per week (1)	Flex \$ Per Semester (2)	Cost per Semester
Value Plan	21	\$270	\$2,180
Choice Plan	15	\$330	\$2,145
Flex Plan	21	\$360	\$2,050

1. The week will be defined as beginning Sunday dinner and running through Sunday lunch. Available meals for partial weeks will be prorated. **Meals cannot be carried over from week to week, nor can they be transferred to other persons.**
2. Flex dollars are available to the student based on the meal plan selected. These dollars can be used at the student's discretion in the cafeteria or in the snack bar. **They do not carry over from semester to semester.**
3. After the last day of drop/add, a student cannot change to a **lower** meal plan; however, one may elect a higher meal plan after the semester commences.

COMMUTER MEAL PLAN

A commuter meal plan is available for \$705 to any full-time or part-time commuter student. The

commuter meal plan consists of 50 meals and \$320 Flex Dollars that may be used anytime during the academic year. Any unused meals or Flex Dollars at the end of the spring semester will be forfeited. No refunds will be given for unused meals or Flex Dollars. The commuter meal plan may not be purchased or substituted for a required residential meal plan.

ART STUDIO FEES

All art studio classes carry a basic fee of \$50. The fee supplies the student with a limited amount of material necessary for the class. Art students can expect to have additional expenses for tools and materials specific to each studio course. Art studio fees will be collected by the business office.

EDUCATION PROGRAM FEES

A Clinical Assessment Fee in the amount of \$288 is charged in conjunction with EDUC 250 and EDUC 450. This fee covers the cost of the required background checks as well as the annual TaskStream and TeachScape individual licenses.

MUSIC FEES

Item	Per Semester
Private Lessons - Piano, Voice, Organ, Instruments	
One lesson (1/2 hour) per week, 1 hr. credit	\$351
Two lesson (1 hour) per week, 2 hrs. credit	\$615
Students wishing to take more than two private lessons per week will be charged an additional \$100 per 1/2 hour lesson.	

NURSING PROGRAM PRE-LICENSURE FEES

Clinical and lab fees of approximately \$375 are included in a pre-licensure nursing student's bill each semester.

COMMUNICATION STUDIES LAB FEES

Communication Studies lab-based courses carry a basic fee of \$50. Communication Studies courses incurring a lab fee are designated with (Lab Fee) in the department's course description listed in the catalog. This fee helps offset basic supplies and materials required for the course. Additionally, all Communication Studies majors are required to purchase an external firewall hard drive (see the department office for complete hard drive requirements) for their project storage. The hard drive will be used throughout their coursework in the department.

NATURAL SCIENCE LAB FEES

All 100-level science classes carry a lab fee of \$30. The lab fees cover the cost of supplies for the lab exercises.

ONLINE LEARNING TECHNOLOGY FEES

All online and blended courses will be assessed a fee of \$35 per course. The Online Learning Technology Fee will enable the University to provide students with enhanced instructional access, resources, and support for all online and blended course offerings. Funds from this fee are used for services that Gardner-Webb provides for students, including student computing and technology equipment, software, site assistance and troubleshooting, and the support staff necessary for these functions to operate effectively. This fee is non-refundable in the event you should withdraw from the course.

PART-TIME ENROLLMENT

Tuition for day courses (no more than 9 hours per semester) \$426/hour

This reduced rate is available to students who enroll in 9 hours or less. Students who enroll for 10 or 11 hours in a semester are also considered part-time (for financial aid, residence life, and other purposes), but do not qualify for the reduced hourly rate.

UNDERGRADUATE CONTINUING EDUCATION

Tuition per semester hour \$380

Students must hold a completed Bachelor's degree from an accredited/approved institution to qualify for this rate. Official transcripts must be provided to the Registrar's Office. The exception to this rate is tuition for the Associate's Degree in Nursing Program. All students pursuing an ADN degree will be charged the traditional undergraduate tuition rate as reflected above.

SUMMER SCHOOL 2014

Tuition per semester hour \$ 380

Room and Board per summer session \$1,050

GRADUATION FEE

Diploma, Diploma Cover, and Processing Fee \$140

Late Graduation Fee \$125

MISCELLANEOUS FEES

Audit (Per Course)	\$175.00
Auto Registration (Annual)	\$130.00
Credit by Exam (Per Credit Hour)	\$125.00
Non-Sufficient Funds/Returned Check	\$ 30.00
Replacement Student ID Card	\$ 10.00
Textbooks (Estimated Per Semester)	\$750.00
Transcript Fee	\$ 15.00

Transient Credit (Per Course)	\$ 50.00
Tuition Late Payment Fee	\$ 50.00
Tuition Non-Payment Fee	\$100.00

Fees are subject to change. Unless otherwise explicitly stated, fees paid to the University are not refundable.

ROOM CHARGE

Students changing rooms without permission of his/her Resident Director are charged for both rooms.

BOARD CHARGE

Students living off campus but enrolled as full-time students may eat in the university dining room upon payment of board fees for each semester as determined by the Student Accounts Office, or through buying individual meals.

BOOK EXPENSES

The estimated cost of textbooks is \$750 per semester, but this varies greatly with the number and types of classes taken.

COSTS COVERED BY TUITION

Included in the tuition fees are costs of registration, use of the library, recreation facilities, admission to home athletic events, student publications, post office box, and 10 to 18 semester hours of work, inclusive each semester. The tuition, fees, and estimated book expenses do not include fees for special courses, special laboratory work, and study-travel course. Personal expenses will vary with the individual student. For the student who must earn money toward his or her college expenses, there are a number of opportunities for work available through the Financial Planning Office.

SCHEDULE OF PAYMENT

ADVANCE DEPOSIT

An enrollment deposit of \$150 and a room reservation deposit of \$150 for new resident students or an advance enrollment deposit of \$150 for new commuting students is due within 30 days of being accepted. The room reservation deposit for new resident students or the advance deposit for new commuter students is non-refundable after May 1 for fall enrollment and November 1 for spring Enrollment.

Continuing resident students may reserve a room during and after the advertised room sign-up period, by paying the \$150 room reservation deposit and completing an application and contract for housing. Continuing commuter students should pay the \$150 advance deposit to declare

their intent to return. The deposit for a continuing student is non-refundable.

Room reservation deposits will be credited toward the cost of the room. The room reservation deposit will be forfeited if the reserved room is not utilized. The advance deposit for commuter students will be credited toward the cost of tuition.

BALANCE OF THE ACCOUNT

The balance of the semester's charges is due according to the scheduled due dates as reflected on the individual student's online bill. Those who cannot pay or find it necessary to finance university charges should contact the Student Accounts Office for information regarding alternate payment plans.

DEFERRED PAYMENT PLAN

Tuition, fees, and book charges are payable in full within 10 days of the start of classes; however, the University makes available a deferred payment plan to students who prefer to make two payments during the summer/four payments during the fall/spring semester rather than the full payment at registration. Students may sign up for the deferred payment plan when viewing their online bill. The online bill may be accessed through the WebbConnect portal on the GWU homepage by using the username and password assigned to the student by Technology Services. Questions about the deferred payment plan may be directed to the Student Accounts Office at (704) 406-4287.

EMPLOYER PAID TUITION

Gardner-Webb recognizes that many companies offer tuition reimbursement to their employees. To enable students to take advantage of this benefit, Gardner-Webb will defer the covered portion of the student's tuition cost until three weeks after the end of the semester. A link providing details about the plan and the documentation required may be found at the bottom of the student's online bill or they may contact the University Student Accounts Office for details on using this plan.

CHARGE REDUCTION POLICY

Registration in the University is considered a contract binding the student for charges for the entire semester. However, it is the policy of Gardner-Webb University to give pro-rata charge reductions through 60% of the enrollment period in the event a student OFFICIALLY WITHDRAWS FROM SCHOOL. On-campus program students (Undergraduate and Divinity) must complete and return a withdrawal form to the Registrar's Office in order to be officially withdrawn. DCP and Graduate program students may withdraw by telephoning or emailing the Registrar's office. A confirmation will be sent when the withdrawal is complete. The withdrawal date is the date this process begins.

Reductions will be computed on total charges for tuition, room and board but not on fees.

Students leaving school for disciplinary reasons will not be eligible for any reduction and will be liable for the entire semester charges. Students who withdraw from individual classes after the drop/add period will receive no charge reduction.

For purposes of interpreting this policy the pro-rata charge reduction percentage is equal to the number of calendar days (includes weekends) remaining in the semester divided by the number of calendar days in the semester. No charge reduction will be given after the 60% period of enrollment for the semester.

When a student's charges are reduced, Federal, State, Institutional and Non-institutional Aid will be adjusted in accordance with the regulations governing the respective programs. Please contact the University Student Accounts Office for current regulations concerning these programs. Leaving the University without officially withdrawing may result in a student forfeiting all financial aid and, thus, becoming responsible for the entire balance.

ROOM AND BOARD REDUCTIONS

In the event a student continues to be enrolled for classes and is approved or required by Residence Life to move from University housing to off campus housing during a semester there will be no charge reduction for room charges. The student moving off campus may request to have his/her meal plan terminated at that time and receive a limited pro-rata charge reduction for meals. The meal plan reduction amount will equal the percentage of the semester remaining times fifty percent times the original meal plan rate. To have the meal plan terminated and receive this reduction the student must contact the Business Office once they have been approved to move off-campus by the Office of Residence Life and have moved.

DELINQUENT STUDENT ACCOUNTS

Students with outstanding financial obligations may be prevented from registering for the following semester. A student will not be allowed to participate in commencement exercises or receive a diploma, nor will transcripts be released, until all financial obligations are satisfied. Delinquent accounts may be referred to collection agencies and/or credit bureaus. Financial obligations include, but are not limited to, student account balances, parking, disciplinary and library fines, and returned checks.

Academic Policies

ACADEMIC APPEALS POLICY

A student who has a question about an academic decision should consult the University official responsible for the decision. If the matter is not resolved to the student's satisfaction, the student may appeal in the following order to the next highest level in the appropriate chain of responsibility: professor, department chair or dean, Associate Provost, and the Educational Policies and Standards Committee (EPSC). Decisions of the EPSC are final and cannot be

further appealed. Except for grade appeals, the student must make all appeals in writing on his or her own behalf no more than eighteen months after the date of the decision being appealed.

A student who has a question about a grade should consult the professor as soon as possible. A student who believes a grade to be inaccurate or unfair may appeal to the professor, department chair or dean, and the Educational Policies and Standards Committee, in that order. Decisions of the EPSC are final and cannot be further appealed. The last date to initiate a grade appeal is the end of the next fall or spring semester. Email notification of approved and processed grade changes will be sent to the student, the professor, and the advisor.

Academic Appeal Filing Forms may be obtained from Registrar Services (Dover Campus Center, Phone: (704) 406-4260). The appeal document should include the student's local or permanent address, University email address, student ID number, and a current phone number where he or she may be reached. All appeals should be signed and dated. Appeals made on behalf of the student by another party (e.g. faculty, official of the institution, another student, or a parent) will be dismissed. Supporting documentation submitted by a member of the faculty or administration to augment or clarify the student's appeal is welcome and will be given full consideration.

ACADEMIC STANDING AND RETENTION STANDARDS POLICY

Students once admitted to the University who meet all requirements for continuing enrollment are considered members of the student body. However, it is the policy of the University to require each registered student to annually reaffirm the desire and intention to retain membership in the student body. Completing or updating a Housing or Commuter Contract is required during the Spring Semester. Advance deposits are required each semester as indicated in the financial section.

Standards for acceptable academic progress at Gardner-Webb University are set to assist students in assessing the quality of their performance. Academic probation and suspension are used to alert students to potentially serious academic difficulty in their progress toward degrees.

Students are placed on academic probation as a warning that their academic performance is below the minimum level expected of students in their class. If the student's academic performance fails to reach the minimum standard for continued enrollment in the ensuing semester, he/she will be suspended from the University.

Students will be placed on probation when their Gardner-Webb grade point average falls below the minimum standards listed below:

Freshmen 0 to 29 hours 1.5

Sophomores 30 to 59 hours 1.7

Juniors 60 to 89 hours 1.9

Seniors 90 hours and above 2.0

A student placed on academic probation remains on probation for the entire semester and may not register for more than 15.5 credit hours during any semester while on probation. In order to be removed from academic probation, the student's Gardner-Webb GPA must return to the appropriate minimum standard. If the student fails to bring the grade point average to a satisfactory level during the probationary semester but the semester's GPA is at or above the minimum required, probation will be continued for another semester.

If at any time while on academic probation the student's semester GPA and Gardner-Webb GPA fall below the minimum requirement, the student will be suspended for one semester. After the one-semester suspension a student desiring readmission must submit a formal application for readmission. If approved, the student may register for classes and will be automatically placed on academic probation.

Should a second or third academic suspension occur (even if the first or second suspension is waived on appeal), the student must remain out for at least two semesters. After a two-semester suspension from the University, the student must submit a formal application for readmission. If approved, the student may register for classes and will be automatically placed on academic probation.

Readmission requires the approval of the Readmission Committee. Students suspended from the University are not automatically reinstated upon reapplication. A student who wishes to appeal the denial of reinstatement may do so through a written appeal to the Provost. A student who wishes to appeal being placed on academic probation or suspension may do so through the Office of the Provost. Suspensions that are waived on appeal are still noted on the student's academic transcript.

All full-time students are eligible to represent the institution in all extracurricular activities, unless prohibited for disciplinary reasons. Students on either academic or disciplinary suspension are not allowed to participate in dramatic, musical, athletic, or other practice sessions since they are not to represent the University or participate in the public performance of such events.

Summer study at Gardner-Webb University may be used to improve one's academic standing. A student's academic standing can be affected as a result of summer school enrollment. Students who are on academic probation or suspension may not use study at another institution to improve their Gardner-Webb academic standing.

See “Readmission of Former Students” – for policies concerning students seeking readmission after leaving Gardner-Webb University while on probation or suspension.

ACADEMIC RENEWAL POLICY

The purpose of the academic renewal policy is to allow students who have done poorly during past enrollment at the University to start anew and have a chance to complete their undergraduate degree at the University. To be eligible for academic renewal, a student must not have been enrolled at Gardner-Webb for the previous four years prior to applying for readmission nor have received Academic Renewal previously. For students who have attempted more than 64 semester hours of work at Gardner-Webb, only the first 64 hours are eligible for academic renewal. All of the eligible hours must be considered; a student may not choose the hours to which this policy applies. Only Gardner-Webb credit hours are eligible for academic renewal. Coursework at another institution must be treated according to the current transfer credit policies.

A student who is accepted under the Academic Renewal provision is considered in good academic standing and is eligible for all academic awards and honors. All transfer work from other institutions will be considered for credit, even if the course is a repeat of a course in which the student earned a D or F at Gardner-Webb. A student who is admitted under Academic Renewal may have a career total of six repeat courses. This number does not include courses repeated prior to the student’s admission under Academic Renewal for which they do not receive credit upon their readmission to the University or courses repeated at other institutions.

Under this policy, all eligible Gardner-Webb University hours will be treated as transfer credit, i.e. grades of C or better will be given credit, but not counted in the Grade Point Average (GPA). Grades below C will not be counted as hours earned or in the GPA, with the exception of FX grades. FX grades will remain on the student’s records and count in the GPA. All GWU semester hours approved for academic renewal will be treated as transfer credit for determining academic awards.

The GWU Readmission Committee will consider a student for academic renewal when reviewing an application for readmission. Any student who applies for readmission and is eligible for academic renewal may request consideration for such at that time. In addition, the readmission committee may recommend a student applying for readmission for academic renewal. If approved, the student will have the right to turn down academic renewal if it is not desired. All previous records at GWU will be considered during the readmission process, including academic and disciplinary actions. If a student is accepted for readmission, nothing in these records should preclude eligibility for academic renewal. Students may not apply for or be considered for academic renewal after they have been readmitted and have enrolled in their first course.

ATTENDANCE POLICY

Regular class attendance is an important student obligation. Students are responsible for all course work conducted in class meetings whether or not they are present. Because learning is a communal experience, the physical presence of students is required in class for at least 75% of class meetings. Attendance is counted from the first scheduled class meeting. Failure to meet this attendance requirement will result in loss of credit for the course and a grade of “@F” will be recorded on a student’s transcript. Furthermore, it is the prerogative of the professor to set a more stringent class attendance policy. During the first week of the semester the professor will clearly state, in writing, the attendance policy which will govern the class. Students are responsible for knowing the number of absences that they accumulate.

Absence from class does not excuse the student from responsibility for class work. Planned class absences for foreseeable personal circumstances or official University business must be negotiated with the professor prior to the absence.

ABSENCE FROM TESTS AND EXAMINATIONS

Students who miss scheduled tests and examinations without excusable reasons may not make up such assignments. Authorization to make up tests missed for excusable reasons is obtained from the course professor.

COMPUTER LITERACY POLICY

Computer literacy is a graduation requirement which may be met in one of two ways: by completing Gardner-Webb’s General Studies Curriculum (both English courses and the mathematics course); and by completing a course, or courses, with a computer component (CSCI 160; PSYC 396; EDUC 301).

COMPREHENSIVE ARTICULATION AGREEMENT POLICY

Students who began at a North Carolina community college in the 1997 Fall semester or later can meet Gardner-Webb’s general core requirements by completing the General Education Core and earning an Associate in Arts or an Associate in Science degree. However, courses in both Old and New Testament (RELI 101/304 and 102/305) must be taken as a part of the General Education Core or as electives at the community college, or the student will be required to take these courses at Gardner-Webb University. Students who graduated with an Associate of Arts or Associate of Science degree from a North Carolina community college prior to 1997 or students who have out-of-state coursework accepted by a North Carolina community college will have their coursework examined on a course-by-course basis.

[The General Education Core is a 44 semester hour core including the following areas (Grade of “C” (2.00) or better is required):

English Composition (6 semester hours)

Humanities/Fine Arts (12 semester hours)

Four courses from at least three of the following discipline areas are required: music, art, drama, dance, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. At least one course must be a literature course.

Social/Behavioral Sciences (12 semester hours)

Four courses from at least three of the following discipline areas are required: anthropology, economics, geography, history, political science, psychology, and sociology. At least one course must be a history course.

Natural Sciences (8 semester hours)**Associate in Arts:**

Two courses, including accompanying laboratory work, from the biological and physical science disciplines are required.

Associate in Science: A two-course sequence in general biology, general chemistry, or general physics is required.

Mathematics (6 semester hours)

Associate in Arts: At least one course in introductory mathematics is required; the other course may be selected from among other quantitative subjects, such as computer science and statistics.

Associate in Science: At least one course in mathematics at the precalculus algebra level or above is required; the other course may be a higher level mathematics course or may be selected from among other quantitative subjects, such as computer science and statistics.

Other Required Hours (20-21 semester hours)

Courses in health, physical education, college orientation, and/or study skills may be included as other required hours. Work experience may be included up to 1 semester hour for career exploration.

Associate in Arts: A minimum of 20 semester hours of college transfer general education, elective, and/or pre-major courses is required.

Associate in Science: A minimum of 14 semester hours of college transfer courses in mathematics, natural sciences, computer science, and/or other pre-major courses is required. The remaining hours may be selected from elective transfer courses.

Total Semester Hours Credit in Program: 64-65

All of the aforementioned stipulations must be completed PRIOR to entering Gardner-Webb University.

Participation in the Comprehensive Articulation Agreement does not preclude or negate minimum requirements specified by individual departments at Gardner-Webb University. Transfer students can review the departmental requirements under Additional General Education Courses Required by Major Department for specific courses required in the major.

COMMENCEMENT PARTICIPATION POLICY

Participation in commencement exercise is required. If a student is unable to participate in the Graduation Ceremony upon completion of degree requirements, the student must notify the Provost's Office.

CONTINUOUS COURSE ENROLLMENT POLICY

CRTL 101, English 101 and 102. Students will complete the English requirement for graduation by registering for and earning appropriate grades in CRLT 101 (when required), ENGL 101 and ENGL 102, beginning with their first semester of enrollment and continuing uninterrupted until the requirements for graduation are satisfied. Permission to withdraw from ENGL 101 or ENGL 102 will be granted only under extraordinary circumstances. The permission of the Chair of the English Department and the Associate Provost for Arts and Sciences is required. See Grade Point Average Minimum Policies.

COURSE CREDIT POLICIES

ADVANCED PLACEMENT AND CREDIT POLICY

Advanced Placement Program: Students achieving a minimum score of three on an Advanced Placement exam of the College Board will receive credit for the specific course covered by the test as determined by the appropriate academic department of the University. Students achieving a score of four or five may receive additional advanced credit. AP credits are not counted toward the senior college credit hour minimum (64).

College-Level Examination Program: Gardner-Webb accepts credit earned through the College Level Examination Program based on exams taken prior to, and through the end of, the student's first semester of enrollment. CLEP credits are not counted toward the senior college credit hour minimum (64).

Gardner-Webb University grants credit to students submitting test scores from the College-Level Examination Program on the following basis:

GENERAL CLEP GUIDELINES

1. Credit will be received on the same basis as transferred credit from accredited institutions of higher learning.
2. Credit will not be granted in an area for which the examinee has attempted or earned college credit.
3. Credit earned will be computed in the examinee's academic record as "CR," which is hours credit only.
4. Unsatisfactory scores will not become part of the examinee's academic record.
5. A CLEP test on any subject may be submitted only one time.

GENERAL EXAMINATION GUIDELINES

1. The student must submit a score at or above the minimum score set by the American Council on Education listed for each examination.
2. The number of semester hours granted will be the total normally granted for the area covered by the test with the following restrictions:
3. A maximum of six semester hours of credit may be granted for each test.
4.
 1. A maximum of three semester hours of credit may be granted on the basis of a sub-score, provided the area is appropriate.
 2. Credit thus granted may be applied to the student's course of study only as basic courses or free electives.

SUBJECT EXAMINATION GUIDELINES

1. The student must submit a score at or above the minimum score set by the American Council on Education listed for each examination.
 2. The number of semester hours granted will be determined by the scope of the material measured as indicated by the American Council on Education.
 3. Credit thus granted may be applied to the student's course of study without restriction.
- A detailed list of AP and CLEP equivalencies is available online and may be accessed as follows:

Address: www.gardner-webb.edu

Place cursor on: Academics, Registrar Services

Click on: Transfer Credit/Transient Credit

In the left side bar

Click on: CLEP Credit Guide or AP Credit Guidelines

International Baccalaureate Organization: The University accepts credit for Higher Level courses completed with scores of 5 or above. A detailed list of IBO equivalencies is available online and may be accessed as follows:

Address: www.gardner-webb.edu

Click on Academics, Registrar Services

Click on: Transfer/Transient Credit

In the left side bar

Click on: International Baccalaureate (IBO) Credit Guidelines

ARMED SERVICE-RELATED PROGRAMS

Veterans who have successfully completed a course or courses under the Service School training program or through USAFI may submit these courses for credit consideration. Credit may be applied or University requirement satisfied depending on the student's specific academic program requirements.

LOCAL TESTING PROGRAM

A student who attains a satisfactory score on a special test administered by one of the University's academic departments may be exempted from the related course, but will be required to take an advanced course in the department carrying equal or greater credit. Arrangements for advanced placement through this program require the agreement of the appropriate Associate Provost and department chair.

COURSE BY ARRANGEMENT POLICY

A course by arrangement is restricted to a degree or licensure-seeking student in a Gardner-Webb University program of student (i.e., is not a transient student) and a catalog course which is not offered by the University during a given semester or which cannot be scheduled by the student. The course may be offered to the student on a one-to-one basis, provided the option is limited to instances of extenuating circumstances.

Course by Arrangement requires junior, senior, or graduate standing and the approval of the following: the professor offering the study, the student's major department/school, and the appropriate Associate Provost. A Course by Arrangement must be scheduled before the end of the drop/add period of each semester. It will not be used to repeat a course. No more than two Courses by Arrangement may be applied toward graduation requirements. No more than one Course by Arrangement can be taken in any one semester.

CREDIT BY EXAM POLICY

A Credit by Exam is an in-depth and comprehensive assessment of the student's ability to answer questions on course content. An acceptable grade on the examination will permit the student to receive credit for the course.

To request the opportunity to receive credit by exam, the student must present, in writing, justification for such an examination to the dean of the school or chair of the department in which the course is offered.

The dean of the school or chair of the department will appoint a committee to review the request. If the request is approved, the dean or chair will appoint the examining professor or

committee and inform the business office that, prior to taking the exam, the student should be charged an examination fee of \$100.00 per credit hour.

If the examination results are acceptable, the examining professor or committee will report the results, via the Certification of Successful Challenge Examination form, to the dean of the school or chair of the department. That dean or chair will send a copy of the form to the Registrar, who will credit the student with the appropriate number of hours for the course. No grade will be assigned or averaged into the quality point average.

INDEPENDENT STUDY POLICY

The term “independent study” is reserved for those courses specifically designed as guided reading and/or for student-initiated research that includes a written project/paper.

Independent study requires junior, senior, or graduate standing and the approval of the following: the professor offering the study, the student’s major department/school, and the appropriate Associate Provost. The student’s proposal must be submitted and approved by the end of the semester preceding the study. An independent study will not be used to repeat a course and is restricted to a degree or licensure-seeking student in a Gardner-Webb University program of study. No more than six hours credit in independent study may be applied toward graduation requirements. No more than three hours of independent study can be taken in any one semester.

DIMENSIONS ENROLLMENT POLICY

Each student is required to enroll for a Dimensions course each semester of full-time enrollment at Gardner-Webb or until a minimum of three semester hours of credit (six semesters) has been earned. Students who meet requirements earn 1/2 semester hour of credit each term. Part-time students must earn 1/2 semester hour of credit for every 15 hours of credit earned at Gardner-Webb or until a minimum of three semester hours of credit (six semesters) has been earned. (The required Dimensions courses are numbered 111-116; elective Dimensions courses are numbered 117-118.) Students receiving an F in Dimensions must repeat the course the following semester. Failure to receive a passing grade during the semester that the course is repeated will result in the student being placed on Dimensions probation and the student will remain on probation until the Dimensions requirement has been fulfilled. Students who fail Dimensions three semesters will be suspended from the University. In order to be reinstated, the student must register for and satisfactorily complete a Dimensions experience during any academic term.

FERPA POLICY (STUDENT ACCESS TO EDUCATIONAL RECORDS)

Gardner-Webb University complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. This Act is designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the

correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act Office concerning alleged failures by the institution to comply with the Act.

Institutional policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the Office of the Registrar. That office also maintains a Directory of Records which lists all student educational records maintained by this institution. Information known as Directory Information will be published unless the student specifically requests the Registrar's Office withhold this information. Directory Information is defined as the following: student name, local and permanent addresses, telephone numbers, date of birth, major(s), dates of attendance, previous educational institutions attended, and degree and awards received. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Registrar. FERPA Consent Form to Release Student Information is available on the Registrar's website.

Students may grant permission to University personnel to release to specified individuals information pertaining to Academic Records, Financial Aid, and Billing by completing the FERPA Release Form located on their Personal Information menu on WebbConnect. Using this form, students are able to specify up to three individuals to whom information may be released.

FOREIGN LANGUAGE POLICY

The following guidelines apply to the foreign language requirement:

1. Students must complete a foreign language through the first semester of the intermediate level (201). Students may select either from those offered by Gardner-Webb or any approved foreign language courses transferred from an accredited institution of higher learning. American Sign Language will be deemed a foreign language for purposes of this requirement.
2. International students whose native language is a language other than English will not be required to complete additional courses in a foreign language other than English.
3. Students may receive elective credit in a foreign language. Students receiving such credits will complete their foreign language requirements at or above the intermediate level. Students who place into a course above the elementary level of a particular language (201 or higher) will receive six semester hours of elective credit if they choose to complete six hours in that language. This elective credit does not apply for the minor or major.
4. Deaf students who score intermediate level or higher on the SCPIASL will not be required to take additional foreign language courses.

GRADE POINT AVERAGE (MINIMUM) POLICIES

The following are minimum G.P.A. requirements:

1. CRLT 101 and Math 100. Students required to take CRLT 101 or Math 100 courses must achieve a minimum final grade of "C" (2.00) in order to be released from required enrollment in the course(s). This means that students may not drop these courses once they have been enrolled in them. Students receiving a "C-", "D+", "D", "D-" or an "F" must repeat the course(s) in each successive semester of enrollment at GWU, until they earn at least a grade of "C" (2.00). Students who fail to achieve at least a grade of "C" (2.00) in one of these courses after a maximum of four attempts will be dismissed from the University.
2. A minimum grade point average of 2.00 on a 4.00 scale based on the University grading system on all work attempted at Gardner-Webb is required for graduation.
3. The student must have a minimum grade of "C" (2.00) on each course counted toward the major. A transfer student must complete at least one half of the major at Gardner-Webb.
4. The student must also have an overall "C" (2.00) average on all work counted toward any minor. A grade of D-(0.67) is a passing grade for courses in the minor. 5. A grade of D-(0.67) is a passing grade for General Studies courses.

HONOR CODE POLICY

Gardner-Webb University students are pledged to uphold honesty, integrity, and truthfulness in all realms of University life. The Student Government Association requires all students to sign the Honor Code Form as they begin their stay at Gardner-Webb. This signed form is kept in the Office of the Vice President and Dean of Student Development.

POLICY OF ACADEMIC HONESTY

PREAMBLE

As a community of scholars founded upon the ideals of Christianity, Gardner-Webb University expects its students to develop and display a strong sense of academic integrity. As in any community, this institution must be governed by regulations; and like the laws of any community, these rules function best when they are fully understood, accepted and cherished by each and every individual member of the community. Therefore, all students and faculty members are expected to be familiar with and to base their actions upon the following statements regarding academic honesty.

STUDENT RESPONSIBILITIES

Students should recognize that the regulations governing academic integrity exist for the protection of the honest and that dishonesty in an academic setting must not be tolerated, much less condoned.

1. Students are responsible for their own work. Any assignment turned in by a student is assumed to be the work of the student whose name appears on the assignment.

2. Students are ultimately responsible for understanding a faculty member's instructions for any assignment. If instructions are not clear, students must seek clarification from the instructor.
3. Students must understand the definitions of plagiarism and academic dishonesty.
4. Students should familiarize themselves with the proper use of citations and quotations in order to avoid accidentally passing someone else's work off as their own.
5. Students are expected to report incidence of academic dishonesty to their professor.
6. Any student who threatens or coerces another student or faculty member for reporting an Honor Code violation will face disciplinary action, with expulsion being the recommended punishment.

REPEATING COURSES IN WHICH ACADEMIC DISHONESTY OCCURRED

Students are allowed to retake courses that they fail due to academic dishonesty; however, the course hours attempted will continue to be calculated in figuring the student's grade point average.

* For more information on the Academic Honesty Policy and Procedures, see the current Student Handbook.

INFORMATION LITERACY POLICY

Information Literacy is a graduation requirement which must be met by completion of one Information Literacy Designated Course contained in the student's declared major. Such courses are identified by an "IL" within the course description.

INSTITUTIONAL CREDIT POLICY

The last academic year (32 semester hours or more) must be taken at Gardner-Webb.

PRIOR COMPETENCIES POLICY

Students must demonstrate competence in English, Reading and Mathematics prior to beginning General Studies courses in those areas.

REPEAT COURSE POLICY

Only courses with a grade of "C-", "D+", "D", "D-", "F", "@F" or "WF" may be repeated. A student may repeat up to six courses in which a "C-", "D+", "D", "F", "D-", "@F", or "WF" were earned to improve grades for GPA purposes. Beginning with the seventh, all repeat attempts will be counted in the GPA. Multiple repeats of the same course will count toward the six allowed. In the repeat of the first six courses, only the higher grade will be counted in computing the Gardner-Webb overall grade point average, although the lower grade remains on the official transcript. Transfer credit may not be used to repeat a "C-", "D+", "D", "D-", "F", "@F" or "WF" earned in a Gardner-Webb course. University policy on repeating courses is not applicable in a

situation where an “Fx” was assigned because of academic dishonesty. An “Fx” that is assigned as a penalty for academic dishonesty will remain a part of the academic transcript. It cannot be removed by a course repeat and will be factored into the grade point average. An “E” designation on the transcript refers to a course excluded in the grade point calculation due as the result of a repeat. An “I” designation on the transcript refers to an inclusion in the grade point calculation as the result of a repeat.

WITHDRAWAL POLICIES

WITHDRAWAL, SUSPENSION, AND EXPULSION POLICIES

Voluntary termination of enrollment during the course of a semester or summer term is defined as withdrawal. Dismissal from school for a specified period of time is defined as suspension, and expulsion is dismissal for an unspecified period of time. The University reserves the right to suspend or expel any student or students when it believes that such action is in the best interest of the institution and/or the student(s). This action will take place only after careful consideration and consultation with the student or students in question and all other parties with information pertinent to the matter at hand.

Any student leaving school before the end of a term is required to secure a withdrawal form from the Registrar’s Office, complete it in full, and return it to the Registrar’s Office. Honorable withdrawal is granted only if these procedures are followed. Failure to complete this procedure will result in grades of “@F” on all coursework.

MEDICAL WITHDRAWAL POLICIES

Any registered student who experiences medical trauma or a chronic illness that may prevent completing the semester may apply for a medical withdrawal from the University. A medical withdrawal request must be filed with the Registrar’s Office prior to the start of final exams and must include documentation submitted from a physician or psychologist trained in the diagnosis of the medical condition.

A qualifying medical condition, as determined by the physician or psychologist, must prevent the student from participating in all classes remaining during the current semester. A medical withdrawal is a complete withdrawal from the University. The supporting documentation from a physician or psychologist accompanying the medical withdrawal request must be submitted on official letterhead from the physician or psychologist and must be addressed to the Gardner-Webb University Registrar. The medical documentation must also include the physician or psychologist’s name, title, professional credentials, license and certification number, and should address the following:

Specific diagnoses and findings;

1. Date the examination, assessment, or evaluation was performed;
2. In the event that the medical withdrawal is the result of an injury or accident, the date the injury or accident occurred;
3. In the event the medical withdrawal is due to chronic illness, the date the illness made it necessary to stop attending classes.

A student will be notified of the approval decision following a review of the medical documentation. If the request is approved, the student will receive a final grade of “W” for each class (except in instances of Academic Dishonesty).

Upon medical withdrawal from the University, a student must apply for readmission to the University to continue studies. The student must provide documentation from the same physician or psychologist, when possible, stating the student is able to continue academic studies at the University. This documentation should follow the same format as above.

TRANSFER CREDIT POLICIES

TRANSFER CREDIT FROM TWO-YEAR COLLEGES POLICY

Students transferring from accredited two-year colleges may transfer up to 64 semester hours. An additional 64 semester hours must be taken on the senior college level, with the final 32 semester hours for graduation taken at Gardner-Webb.

Community college graduates with an Associate of Arts or Associate of Sciences degree from a North Carolina Community College should see the Comprehensive Articulation Agreement in the General Studies Requirements section of this catalog.

TRANSFER CREDIT FROM FOUR-YEAR COLLEGES POLICIES

Students transferring from accredited four-year colleges may transfer up to 96 semester hours. For a bachelor's degree, the final 32 semester hours for graduation must be taken at Gardner-Webb. Candidates for the associate degree must take their final 24 hours at Gardner-Webb.

All transfer work completed at an accredited college and/or university will be considered for transfer at full value, assuming the courses are passed with a grade of “C” (2.0) or better, provided they are comparable to Gardner-Webb University curriculum. This work will be evaluated by the Registrar's Office staff member charged with this responsibility.

Courses accepted as transfer credit are recorded with grades, grade points, and quality points. However, the grade point average for graduation is computed on academic credit earned at Gardner-Webb University.

TRANSFER CREDIT APPEAL POLICY

TRANSFER CREDIT APPEAL FOR NON-REGIONALLY ACCREDITED INSTITUTIONS

If a transfer student attended a school that is not regionally accredited, the student will need to follow the guidelines below in order for Gardner-Webb to consider the courses individually for transfer.

All courses reviewed for transfer must be related to general studies or the major subject area chosen by the student. There are currently two ways in which we can review these specific courses:

1. If any course(s) has a recommendation from an agency listed below, that recommendation will be used to aid in the evaluation. In the event the recommendation is vague or unsatisfactory, the Gardner-Webb faculty department chair for the subject area of the course being evaluated will be contacted for aid in determining the full appropriate credit to be granted. The agencies from which we accept recommendations are:
American Council on Education, American Association of Collegiate Registrars and Admissions Officers, and NAFSA: Association of International Educators.
2. For course work that does not have recommendations from the guides listed above, the student must complete the following procedural steps for each course he or she wishes to have transferred:
 1. Produce a syllabus for the course requested for transfer.
 2. Request the academic institution previously attended to submit a record of credentials for the teaching faculty member(s) of each course requested for transfer [a catalog showing degrees earned, faculty vita, or a letter from the academic dean indicating graduate level work and area of graduate work for the faculty member(s)].

These credentials will be reviewed by the Associate Provost's Office for authenticity and credibility. Once approved, the Associate Provost's Office will contact the Registrar's Office to permit review of the course syllabi for possible transfer of courses.

TRANSIENT CREDIT POLICIES

A transient student is a current GWU student who wishes to take course work at other institutions. Students who wish to insure that courses taken at other accredited institutions during a regular term or summer session are applicable for Gardner-Webb credit must complete a "Request to Recognize Transient Credit" form. This form must be submitted to the Registrar's Office no later than the last class day of the semester prior to the requested semester of study.

Transient credit requests will be considered only for students who are in good academic standing at the University, and thus may not be used to improve academic standing at Gardner-Webb.

The following restrictions apply to the approval of transient credit.

TRANSIENT CREDIT

1. will be awarded only for courses that are applicable toward graduation at the host institution,
2. will be awarded only for courses in which a grade of “C” (2.0) or better is earned,
3. will not be awarded for courses for which a student has previously earned credit at Gardner-Webb,
4. may not be used to repeat a “C-”, “D+”, “D”, “D-”, “F”, “@F”, or “WF” earned in a Gardner-Webb course.
5. Payment of processing fee.

Transient credit requests will not automatically be approved for students in their final year of study at Gardner-Webb (the final 24 hours for a student enrolled in the AS Degree in Nursing Program and the final 32 hours for a student seeking either the BS or BA degree). Students requesting transient credit during this time frame must have the approval of the appropriate Associate Provost. In addition to the “Request to Recognize Transient Credit” form, the “Request to Waive 24/32 Hour Rule” form must be submitted to the Registrar’s Office at least two weeks before the last class day of the semester prior to the requested semester of study.

In order to insure that transient credit is properly documented, the student must request that an official transcript from the host institution be forwarded to the Gardner-Webb Registrar. For a student taking transient credit during the final semester of study, all such transcripts must be on file in the Registrar’s Office prior to that semester’s commencement ceremonies. Transient transcripts not received by this deadline will cause the student’s graduation date to be delayed.

TRANSFER STUDENTS MINIMUM HOURS POLICY

Students who transfer into the University must adhere to the following guidelines:

1. If selecting a minor, a transfer student must complete at least nine hours of the minor at Gardner-Webb.
2. Any student transferring from a two-year college must complete a minimum of 64 semester hours of subsequent study in senior colleges or universities.

STUDENT RESPONSIBILITY POLICY

The student bears the final responsibility for the selection of a program of study and adherence to all published regulations and requirements of the University, including academic policies and requirements for graduation. The student is responsible for making official application for graduation to the Registrar by the deadlines published on the Registrar Services’ website.

Admissions

ADMISSION PROCEDURES

Gardner-Webb University operates on the Rolling Admissions Plan. Completed applications are acted upon and notification is made to the student within three weeks. Gardner-Webb University maintains that minimums of 2.5 GPA, 18 ACT, and/or an 870 SAT (Critical Reading and Math), and a rank in the top 50% of the high school graduating class are base lines for academic success. In addition to quantitative requirements for admission, Gardner-Webb University accepts students with strong character, leadership ability and the desire to be a positive influence in the campus community. No single criterion will be decisive, but each item will be considered carefully as acceptance decisions are made. In the case of transfer students, previous college work and recommendations will serve as the criteria for acceptance.

Although an interview is not required of all applicants for admission to Gardner-Webb University, campus visits are encouraged. Campus tours and information sessions are available at 9:30 a.m. and 12:30 p.m. on Mondays and Fridays, at 12:30 p.m. on Wednesdays, and at 10:00 a.m. and 1:00 p.m. on Tuesdays and Thursdays. Contact the Undergraduate Admissions Office at 1-800-253-6472 or (704) 406-4498 for further information, or visit our website to register online **www.gardner-webb.edu/visit**.

Gardner-Webb University admission packets are available from many high school guidance offices or directly from the Admissions Office of the University. The completed application, along with a non-refundable \$40 application fee, and transcripts of all high school credits and any college work attempted should be submitted to the Gardner-Webb University Undergraduate Admissions Office, P.O. Box 817, Boiling Springs, NC 28017. Application for admission may also be made online at **www.gardner-webb.edu/apply**.

Applicants must meet the University's standards as to intellectual promise and emotional and social stability. Gardner-Webb University is committed to its responsibility as a liberal arts university within the context of the Christian faith. It seeks to enroll students from a variety of racial, economic, social, religious, and geographic backgrounds.

Although a fixed pattern of high school credits is not prescribed, the following minimum course distribution is recommended as the best preparation for academic work at Gardner-Webb University: English, 4 units; Social Science, 2 units; Algebra, 2 units; Geometry, 1 unit; Foreign Language, 2 units; Natural Science, 2 units; plus electives.

Acceptance of students for admission to the University does not automatically guarantee their entrance into any particular program of the University. Departmental/School approval is necessary for entry into any departmental/school program and/or major.

Students may enter at the beginning of any semester or summer term.

ENTRANCE EXAMINATIONS

Applicants for admission to Gardner-Webb University are required to submit their scores on the SAT of the College Entrance Examination Board or the ACT of The American College Testing Program. Scores should be sent directly to Gardner-Webb University. The SAT school code for GWU is 5242, and 3102 for the ACT.

Applications, lists of testing centers and dates, and rules on applications, fees and other information are available in most high school guidance offices and on the web.

CONDITIONAL ADMISSION PROCESS

Students whose academic credentials do not meet Gardner-Webb University's stated admission standards may be invited (by letter) to attend the University with conditional admission status. To be considered, students must submit two letters of reference and an essay and complete a personal interview with the Associate Vice President for Undergraduate Admissions. This designation has a limited number of freshman positions each year.

Students admitted with conditional admission status may register for no more than 15.5 credit hours during the first semester, as well as any subsequent semester in which they do not meet satisfactory progress. Satisfactory progress is determined by earning an overall G.P.A. of 2.00. If satisfactory progress is attained, the student will be removed from conditional status.

Students who qualify for conditional admission status are offered various academic support services, which are voluntary, but strongly encouraged. These support services include GWU's Writing Center, Peer Tutoring Program, and academic counseling. Students will be required to meet with a member of the Academic Advising Center for the traditional undergraduate program to discuss their academic progress. Based on placement scores, some students entering with a conditional admissions status may be required to enroll in one or more Learning Enrichment and Assistance Program courses.

SPECIAL STUDENTS

Gardner-Webb University admits a limited number of special students. They include:

1. Persons who wish only private music lessons. Such applicants are admitted if instructors in the School of Performing and Visual Arts are able to schedule lessons for them.
2. Persons 21 years of age or older who are not high school graduates or degree candidates but wish to take class work. Such persons are accepted on the basis of maturity and background sufficient to do the class work desired.
3. College graduates who are interested in further study.
4. High school students who wish to take class work on the Gardner-Webb campus prior to and during their senior year. Credit for this work is generally transferable to other

institutions.

5. High school students who wish to enter Gardner-Webb at the end of their junior year may submit an application for consideration for early admission. Students must obtain approval from their local school authority (i.e. school board, principal, etc.) to count their freshman year requirements at Gardner-Webb toward their graduation requirements from high school.

HOME SCHOOL STUDENTS

Home school students should submit a portfolio/transcript showing courses taken, grades, extracurricular activities and out-of-classroom experiences. The portfolio/transcript must indicate the program or programs used in instruction. Home school students are required to submit their scores on the SAT of the College Entrance Examination Board or the ACT of The American College Testing Program. Scores should be sent directly to Gardner-Webb University. If courses were taken at a community college, or college/university, transcripts must be submitted.

TRANSIENT STUDENTS

A student enrolled at another institution may take a course(s) at Gardner-Webb University and transfer that credit to the other institution. To be considered as a transient student at Gardner-Webb, one must apply to Gardner-Webb and have written permission from the registrar of the other institution.

INTERNATIONAL STUDENTS

In order to be considered for admission to Gardner-Webb University, international students must follow the procedure below:

1. Submit documentation of their ability to read and write the English language. They should do so by submitting results of the Test of English as a Foreign Language (TOEFL) or International English Language Test System (IELTS). If submitting results of the TOEFL, a minimum score of 500 (paper), 173 (computer-based), or 61 (internet-based) is required. If submitting results of the IELTS, a minimum score of 5.0 is required. They may take the SAT or ACT in lieu of the TOEFL or IELTS. Minimum requirements must be met. Students who fail to meet the English language requirement may enroll at an ESL Center. Proficiency certification by ESL meets the English language requirement for admission.
2. Submit documentation of their ability to support themselves financially while in the United States.
3. Submit all transcripts of foreign college credits to World Education Services for evaluation before being mailed to Gardner-Webb. An application for a WES evaluation may be found at www.wes.org. WES may also be contacted by calling 1-800-937-3895. This must be done prior to enrollment at Gardner-Webb.
4. All high school transcripts must be translated into English. If requiring translation, submit official transcript to World Education Service. This must be done prior to enrollment at

ADVANCED PLACEMENT AND CREDIT

Advanced Placement Program: Students achieving a minimum score of three on an Advanced Placement exam of the College Board will receive credit for the specific course covered by the test as determined by the appropriate academic department of the University. Students achieving a score of four or five may receive additional advanced credit. AP credits are not counted toward the senior college credit hour minimum (64).

College-Level Examination Program: Gardner-Webb accepts credit earned through the College Level Examination Program based on exams taken prior to, and through the end of, the student's first semester of enrollment. CLEP credits are not counted toward the senior college credit hour minimum (64).

Gardner-Webb University grants credit to students submitting test scores from the College-Level Examination Program on the following basis:

General CLEP Guidelines:

1. Credit will be received on the same basis as transferred credit from accredited institutions of higher learning.
2. Credit will not be granted in an area for which the examinee has attempted or earned college credit.
3. Credit earned will be computed in the examinee's academic record as "CR," which is hours credit only.
4. Unsatisfactory scores will not become part of the examinee's academic record.
5. A CLEP test on any subject may be submitted only one time.

General Examination Guidelines:

1. The student must submit a score at or above the minimum score set by the American Council on Education listed for each examination.
2. The number of semester hours granted will be the total normally granted for the area covered by the test with the following restrictions:
3. A maximum of six semester hours of credit may be granted for each test.
 - a. A maximum of three semester hours of credit may be granted on the basis of a sub-score, provided the area is appropriate.
 - b. Credit thus granted may be applied to the student's course of study only as basic courses or free electives.

Subject Examination Guidelines

1. The student must submit a score at or above the minimum score set by the American Council on Education listed for each examination.

2. The number of semester hours granted will be determined by the scope of the material measured as indicated by the American Council on Education.
3. Credit thus granted may be applied to the student's course of study without restriction.

A detailed list of AP and CLEP equivalencies is available online and may be accessed as follows:

Address: www.gardner-webb.edu

Place cursor on: Academics, Office of the Registrar

Click on: Transfer Credit

Click on: Registration/Records

Click on: AP Credit Guidelines or CLEP Credit Guide

International Baccalaureate Organization: The University accepts credit for Higher Level courses completed with scores of 5 or above. A detailed list of IBO equivalencies is available online and may be accessed as follows:

Address: www.gardner-webb.edu

Click on: Academics, then Office of the Registrar

Click on: Registration/Records

Click on: Transfer Credit, then IBO

Armed Service-Related Programs: Veterans who have successfully completed a course or courses under the Service School training program or through USAFI may submit these courses for credit consideration. Credit may be applied or University requirement satisfied depending on the student's specific academic program requirements.

Local Testing Program: A student who attains a satisfactory score on a special test administered by one of the University's academic departments may be exempted from the related course, but will be required to take an advanced course in the department carrying equal or greater credit. Arrangements for advanced placement through this program require the agreement of the appropriate Associate Provost and department chair.

ADMISSION OF TRANSFER STUDENTS

Requirements include a formal application for admission, all college transcripts, and a non-refundable \$40 application fee. Transfer students should have completed at least one semester hour of college credit with a minimum 2.0 Grade Point Average. When calculating the admission GPA for the university, Undergraduate Admissions takes into account all attempted college course work. Note this GPA may vary from overall transfer GPA found on the Transcript evaluation or on the prospective student's "WebbConnect" account. The overall

GPA that the student views on her/his transcript evaluation or “WebbConnect” reflects only transferable credits.

The applicant’s record is evaluated by Gardner-Webb retention standards, or the applicant must be eligible to return to his previous college in order to be accepted.

TRANSFER CREDIT POLICY

Students transferring from accredited two-year colleges may transfer up to 64 semester hours. An additional 64 semester hours must be taken on the senior college level, with the final 32 semester hours for graduation taken at Gardner-Webb.

Community college graduates with an Associate of Arts or Associate of Sciences degree from a North Carolina Community College should see the Comprehensive Articulation Agreement in the General Studies Requirements section of this catalog. See Articulation Agreement, note 11 under Bachelor’s degree requirements.

Students transferring from accredited four-year colleges may transfer up to 96 semester hours. For a bachelor’s degree, the final 32 semester hours for graduation must be taken at Gardner-Webb. Candidates for the associate degree must take their final 24 hours at Gardner-Webb.

All transfer work completed at an accredited college and/or university will be considered for transfer at full value, assuming the courses are passed with a grade of “C” (2.0) or better, provided they are comparable to Gardner-Webb University curriculum. This work will be evaluated by the Registrar’s Office staff member charged with this responsibility.

Courses accepted as transfer credit are recorded with grades, grade points, and quality points. However, the grade point average for graduation is computed on academic credit earned at Gardner-Webb University.

TRANSFER CREDIT APPEAL FOR NON-REGIONALLY ACCREDITED INSTITUTIONS

If a transfer student attended a school that is not regionally accredited, the student will need to follow the guidelines below in order for Gardner-Webb to consider the courses individually for transfer.

All courses reviewed for transfer must be related to general studies or the major subject area chosen by the student. There are currently two ways in which we can review these specific courses:

1. If any course(s) has a recommendation from an agency listed below, that recommendation will be used to aid in the evaluation. In the event the recommendation is vague or unsatisfactory, the Gardner-Webb faculty department chair for the subject area

of the course being evaluated will be contacted for aid in determining the full appropriate credit to be granted. The agencies from which we accept recommendations are: American Council on Education, American Association of Collegiate Registrars and Admissions Officers, and NAFSA: Association of International Educators.

2. For course work that does not have recommendations from the guides listed above, the student must complete the following procedural steps for each course he or she wishes to have transferred:
 - a. Produce a syllabus for the course requested for transfer.
 - b. Request the academic institution previously attended to submit a record of credentials for the teaching faculty member(s) of each course requested for transfer [a catalog showing degrees earned, faculty vita, or a letter from the academic dean indicating graduate level work and area of graduate work for the faculty member(s)].

These credentials will be reviewed by the Associate Provost's Office for authenticity and credibility. Once approved, the Associate Provost's Office will contact the Registrar's Office to permit review of the course syllabi for possible transfer of courses.

GRADE POINT AVERAGE

The student's general academic performance is indicated by a Grade Point Average. This figure is determined by dividing attempted semester hours into earned quality points. Two Grade Point Averages are significant for each student: the semester GPA and the cumulative GPA.

1. Both values are calculated on GWU academic work only.
2. Students must achieve a minimum cumulative GPA of 2.0 to qualify for graduation.

READMISSION OF FORMER STUDENTS

Students who are not in attendance for one or more semesters or who withdraw during a semester for any reason must submit a formal application for readmission. Students who have been out more than 24 months must meet new curricular requirements.

Former students who have attended other institutions subsequent to their enrollment at Gardner-Webb must provide an official transcript from each institution attended. Those regulations concerning the advanced standing of transfer students apply to these students.

Students who leave Gardner-Webb University while on probation may request an evaluation of courses taken at other institutions after returning to good academic standing. Approval must be granted by the appropriate Associate Provost. A request may not be made for summer courses taken immediately after being placed on probation at the end of spring semester.

Students who leave Gardner-Webb University while on suspension may request an evaluation of courses taken at other institutions after returning to good academic standing.

Approval must be granted by the appropriate Associate Provost. Courses taken during the semester or semesters the students were suspended are not eligible for evaluation. A request may not be made for summer courses taken immediately after being placed on suspension at the end of spring semester.

ACADEMIC RENEWAL POLICY

The purpose of the academic renewal policy is to allow students who have done poorly during past enrollment at the University to start anew and have a chance to complete their undergraduate degree at the University. To be eligible for academic renewal, a student must not have been enrolled at Gardner-Webb for the previous four years prior to applying for readmission nor have received Academic Renewal previously. For students who have attempted more than 64 semester hours of work at Gardner-Webb, only the first 64 hours are eligible for academic renewal. All of the eligible hours must be considered; a student may not choose the hours to which this policy applies. Only Gardner-Webb credit hours are eligible for academic renewal. Coursework at another institution must be treated according to the current transfer credit policies.

A student who is accepted under the Academic Renewal provision is considered in good academic standing and is eligible for all academic awards and honors. All transfer work from other institutions will be considered for credit, even if the course is a repeat of a course in which the student earned a D or F at Gardner-Webb. A student who is admitted under Academic Renewal may have a career total of six repeat courses. This number does not include courses repeated prior to the student's admission under Academic Renewal for which they do not receive credit upon their readmission to the University or courses repeated at other institutions.

Under this policy, all eligible Gardner-Webb University hours will be treated as transfer credit, i.e. grades of C or better will be given credit, but not counted in the Grade Point Average (GPA). Grades below C will not be counted as hours earned or in the GPA, with the exception of FX grades. FX grades will remain on the student's records and count in the GPA. All GWU semester hours approved for academic renewal will be treated as transfer credit for determining academic awards.

The GWU Readmission Committee will consider a student for academic renewal when reviewing an application for readmission. Any student who applies for readmission and is eligible for academic renewal may request consideration for such at that time. In addition, the readmission committee may recommend a student applying for readmission for academic renewal. If approved, the student will have the right to turn down academic renewal if it is not desired. All previous records at GWU will be considered during the readmission process, including academic and disciplinary actions. If a student is accepted for readmission, nothing in these records should preclude eligibility for academic renewal. Students may not apply for or be considered for academic renewal after they have been readmitted and have enrolled in their first

course.

Academic Advising

The Academic Advising center is an integral part of the division of Academic Development. The Advising center provides assistance in academic planning and the selection of majors and minors. Services provided by the Advising center include: first semester registration of all new students (freshmen and transfer), academic reporting, assignment of advisors, and academic counseling for students seeking to maintain or achieve a specific grade point average. The Academic Advising center also provides advisement services in the absence of the primary advisor.

Upon entering Gardner-Webb University, the student is assigned an advisor and is encouraged to view the advising relationship as a partnership for success. First-year freshmen seeking a bachelor degree are enrolled in a First-Year program course (UNIV 101 or UNIV 111). Students are eligible to declare a major after completing this course. The instructor for the First-Year program course will serve as the advisor until the student officially declares a major. After an official declaration has been processed, the student will be assigned to a faculty advisor in the department of their chosen field of study.

Transfer students not taking the First-Year Program course will be assigned an advisor in the Academic Advising center until the declaration process is complete. Transfer students are encouraged to officially declare a major before or during their first semester of study at Gardner-Webb University. Academic Advising is located in the Student Success Center, 3rd floor of the Tucker Center.

Student Development

Gardner-Webb University is committed to the education of the whole person. This includes the mind, the body and the spirit. To this end, the University considers the student's activities outside the classroom to be just as important as the classroom experiences. These activities help the student to develop social and interpersonal skills, deepen spiritual commitments, explore career opportunities, formulate a philosophy of life, develop leadership skills, and develop sound ethical and moral principles. Experiences in residence halls, student government, the Tucker Student Center, service organizations, informal social groups, the Broyhill Adventure Course, and intramural teams are important to the student's total development. The University supports and encourages student involvement in a variety of activities.

The Division of Student Development consists of the departments of Career Development,

Student Leadership Development, Community Engagement, Housing and Residence Education, University Police, Counseling Center, Student Activities, Campus Recreation, and New Student Orientation.

DEPARTMENT OF COUNSELING SERVICES

College is a time of change and adjustment, which may lead to anxiety, conflict and uncertainty for many students. The University Counseling Center is available to assist students who may be experiencing these and other feelings.

The University Counseling Center is staffed by a team of professionals, trained in education and counseling, who want to assist students in coping with difficulties and making the most of their opportunities for success.

The University Counseling Center adheres to the Code of Ethics of the American Counseling Association and operates within a Christian perspective. All services are provided to students, faculty and staff in a concerned, caring, and confidential setting. No information will be given to others without the consent of the individual.

Services are provided to assist students in defining and accomplishing personal and academic goals. The services include the following:

High quality individual and group counseling to people who may be experiencing psychological or behavioral difficulties;

Programming focused on the developmental needs of college students, designed to maximize the potential of students to benefit from the academic experience;

Consultation to the institution to make the environment as beneficial to the intellectual, emotional and physical development of students as possible;

Appointments may be made by contacting the Counseling Center. Referrals to local community agencies may be made if needed.

DEPARTMENT OF CAREER DEVELOPMENT

The Career Development Office is dedicated to serving Gardner-Webb students and alumni with an emphasis on two fundamental roles - aiding in career exploration and self-discovery and providing a myriad of resources to aid in the job search process. All Gardner-Webb students and alumni are eligible for the vast array of services including use of FOCUS, a computerized guidance system, resume writing assistance, and job listing services. The Career Services Office also sponsors educational workshops, career planning events, and several career fairs throughout the year, open to all current students and alumni.

The Career Development Office also administers an online resume referral, internships and job listing service. All students are encouraged to register with Career Development during their

freshman year. Registration is simple using the Bulldog Network. Students complete a registration section and transfer their resumes to our database, after which prospective employers can view those seeking work on the Internet. For a complete listing of upcoming events and current job postings, visit www.gardner-webb.edu; student life and career services. Bookmark the site and visit often, as the contents of the site change daily.

Employers are an integral part of career development. However, the Career Development Office reserves the right to refuse employers with discriminatory hiring practices. The office will also make decisions regarding third-person employers and on-campus recruitment.

DEPARTMENT OF HOUSING AND RESIDENCE EDUCATION

The University strives to make residential living attractive, comfortable and developmental in nature. All residential facilities have heating and air conditioning. The different housing options offered are single, double and triple occupancy rooms. Students should bring linens, pillows, and other items to personalize their room. It is strongly suggested that they consult with their roommate about decor and items they want to bring.

Residential facilities open the day before registration each semester and close after classes at the end of the fall, spring and summer semesters. Seniors may only remain through Commencement in fall, spring, and summer semesters. Residential facilities close during Christmas break except for international students or those participating in University-sponsored events. Students must sign up to stay during other breaks.

Room assignments are made through the Housing & Residence Education Office. Incoming freshmen will be notified of their room assignment during the summer. Students should start checking their housing assignment beginning in June. Students will be able to access this information by going through WebbConnect. Instructions on how to do this are:

Go to www.gardner-webb.edu and login to WebbConnect.

Click on the "Housing-Meals-Vehicle" tab.

Click on View My Housing Assignment.

Type in Fall 2013.

Your hall, room, and roommate's contact information will appear.

Each residential facility is staffed with a Graduate Resident Director and Resident Advisors. The staff is available to assist students with a variety of situations and concerns. All facilities are equipped with laundry rooms and each room has cable TV service. In addition, the campus is wired for Internet use and voice mail.

More specific Residence Education policies and guidelines may be found in The Student Handbook and in the Housing Contract. Residence Facility policies apply 365 days a year.

RESIDENCY REQUIREMENTS:

1. All single, full-time undergraduate students enrolled in the regular program are required to live on campus. Exceptions will be considered for the following reasons:

- a. Living with parent or guardian within a 50-mile radius
- b. 21 years of age or older prior to the beginning of the academic year
- c. Completed 120 consecutive days of military duty
- d. Lived six semesters in a university residential facility (fall or spring)
- e. Achieved 90 semester hours of university credit

Note: Full-time students desiring commuter status must complete and submit a Commuter Application Contract along with a \$50 Advance Deposit. New students should submit the application and deposit upon acceptance. Continuing students wishing to change from a resident to commuter status must submit the application and fee no later than April 15th for the following fall. Please note: The Housing Contract is for the full year - fall through spring.

A student who chooses to live off campus and fails to obtain approval for commuter status will be subject to revocation of registration, loss of institutional financial aid, and/or fines.

2. Married or part-time students enrolled in the regular program must complete and submit the Commuter Application Contract along with the \$50 Advance Deposit.

3. All resident students are required to purchase a University meal plan. Exemptions will be considered only for medical reasons when the University's food service cannot accommodate the necessary dietary requirements. Medical exemptions must be requested in writing at least 15 days prior to registration and be accompanied by a doctor's statement and prescribed diet.

ROOM RESERVATION POLICY AND PROCEDURES

1. All resident students must submit a properly completed Application and Contract for Housing and pay a \$150 Room Reservation Deposit before a room will be reserved.

- a. New students enrolling for the fall semester should submit the Housing Contract and \$150 Room Reservation Deposit within 30 days of acceptance or before the opening of school.

THE ROOM RESERVATION DEPOSIT IS NON-REFUNDABLE AFTER MAY 15.

- b. Continuing students may reserve rooms during the spring semester. Each student must submit to the Office of Housing & Residence Education verification of payment of the \$150 Room Reservation Deposit and a properly completed Housing Contract.

THE ROOM RESERVATION DEPOSIT IS NON-REFUNDABLE.

DEPARTMENT OF UNIVERSITY POLICE

The University Police Department is a multi-functional service agency whose primary purpose is

to protect the University community and enforce N.C. State Law. Full-time officers are professionals who have been certified, and sworn by the N.C. Attorney General office. Services provided by the department include traffic control, engraving, educational seminars, a 24-hour emergency number, vehicle entry service for "lock-outs", vehicle "jump-starts", and escort service on campus. Officers patrol the entire campus on foot, segways, and in marked/unmarked campus police vehicles. The campus is also protected by a camera security system. The department also employs students for job specific responsibilities. The University Police Department is located in the Poston Center.

DEPARTMENT OF STUDENT LEADERSHIP DEVELOPMENT

Three fundamental tenets of the University are FAITH, SERVICE, and LEADERSHIP. The Office of Student Leadership Development exists to plan, implement, and coordinate a comprehensive campus-wide student leadership program. It promotes a study of leadership and leadership principles that includes hands-on training. The office works collaboratively with appropriate campus-wide constituencies to promote a study of civic and organizational leadership. The office seeks to incorporate leadership principles in academic courses. This office represents a significant effort by the University to prepare graduates for a life of leadership and civic engagement in a global society.

STUDENT GOVERNMENT

Representing the interest of the Gardner-Webb student body is the Student Government Association (SGA). Projects and proposals dealing with social, cultural, and academic life are promoted by the SGA officers and the Student Senate. The SGA advocates on behalf of student interests, encourages involvement in service, provides co-curricular and extracurricular activities and fosters interaction among faculty, staff, and students. The SGA is advised by the Director of Student Leadership Development.

STUDENT ORGANIZATIONS

Gardner-Webb University offers students opportunities to become involved in a wide range of activities and organizations on campus. Students work with the Student Leadership Office to assist in forming new clubs and organizations, developing fundraisers and creating budgets. Guidelines are available online.

DEPARTMENT OF STUDENT ACTIVITIES, RECREATION, COMMUNITY ENGAGEMENT, AND NEW STUDENT ORIENTATION

The smell of popcorn drifts through the crowd as preparation for movie night under the stars is underway. Shouts of "bingo" are heard among the student body on the first Monday night of exams as students take a study break. Students feel the soft, cuddly fur of a favorite animal during the popular "Create a Critter" event. Warm, chocolate chip cookies melt in your mouth as a surprise afternoon treat on a cold afternoon. Beautiful dresses and handsome suits can be seen throughout campus on a warm spring evening as pictures are snapped before

the Spring Formal.

The Office of Student Activities strives to plan a jam-packed calendar full of opportunities for our students to get involved, meet new people and try new things. We help to create an atmosphere where the students enjoy the full college experience. We want our Bulldogs to be motivated academically and socially and become well-rounded individuals. By providing events, such as the ones above, Student Activities encompasses a variety of activities to meet the desires of our diverse population and are always open to student suggestions! Other events include but are not limited to concerts, Miss GWU Pageant, laser tag and carnivals. We hope to encourage our GWU students to embrace this new chapter in their lives.

CAMPUS RECREATION

Campus Recreation provides recreational activities that are designed to enrich the quality of physical, mental, spiritual, and social life of University community members. Many different fitness classes are offered throughout the semester ranging from beginner to intermediate. Intramurals offer a variety of individual and team sports during the fall and spring semesters to accommodate many interests and abilities. The Suttle Wellness Center, located in the University Physical Development Complex, is a health and wellness educational resource center available to all Gardner-Webb University students, faculty, staff and family members of faculty and staff.

ADVENTURE RECREATION

The Broyhill Adventure Course is a unique outdoor adventure complex that offers a series of experiential challenges designed to enhance team building and personal growth for Gardner-Webb University students, faculty, staff and community groups. Using a combination of high and low ropes activities, participants experience climbing and problem-solving as metaphors for life whereby communication skills are improved, self-esteem is enhanced, problem-solving techniques are applied and cooperation in group and team situations is further developed. The Broyhill Adventure Course practices a "Challenge by Choice" philosophy which allows participants to choose a comfortable level of involvement. Programs are flexible and can be designed to meet a specific group's needs.

The Tucker Student Center houses a state of the art, indoor climbing wall featuring 740 sq. ft. of climbing terrain. It provides another outlet for climbers and non-climbers alike to work out, challenge themselves, and experience a sense of adventure in a safe environment.

Programming will include times for instructional classes/camps, competitions, birthday parties, reserved times, and recreational climbing for fun.

Adventure Recreation, also, offers a challenging 18-hole disc golf course surrounding our beautiful campus. The course wraps around Lake Hollifield among the natural landscaping. Discs are available from the Student Activities Office. The course is designed to provide an exciting game for both the beginner and pro.

OFFICE OF COMMUNITY ENGAGEMENT

The Office of Community Engagement houses programs in order to provide all members of the

Gardner-Webb community with meaningful service opportunities. Each year, Gardner-Webb students, faculty and staff volunteer their time and talents to the surrounding community through various campus wide volunteer programs. In addition to providing campus wide service programs, the office also serves as a resource center and clearinghouse for volunteer information. Interested individuals and groups may visit the office or go online to receive information on various ongoing and one time service opportunities.

NEW STUDENT ORIENTATION

Orientation provides students a glimpse in to the upcoming college experience. They are given information to assist them during the transition from home to their "new home away from home". Our Big Brother/Big Sister program allows new incoming students to meet with other GWU students who can answer questions and give them "the real deal" about life at GWU. They will participate in activities that will give them an opportunity to meet other new students which gives them a familiar face to wave to on the first day without family.

STUDENT GUIDELINES, EXPECTATIONS, AND RIGHTS

Gardner-Webb University is a community of students, faculty and staff who are dedicated to learning and personal development in a Christian environment. As in any community, certain standards of conduct are necessary to protect the safety, rights, health and general well-being of all members of the community. The University strives to promote concern for the good of the entire group as opposed to selfish individualism. Each person, whether student, faculty or staff, voluntarily joins the University community and thus is expected to abide by rules and regulations that have been adopted to insure reasonable standards of conduct. The Code of Student Conduct describes conduct which the University does not tolerate. By enrolling in the University, each student agrees to abide by University rules, regulations and expectations. The Board of Trustees has approved minimum penalties for certain of the prohibited behaviors. The University assures fundamental fairness to any student accused of involvement in prohibited behavior. The Student Handbook describes the Code of Student Conduct and the student conduct process used in the event a student becomes involved in prohibited behavior. The Handbook is available online and may be accessed at <http://www.gardner-webb.edu>. **Click on Academics heading, then Undergraduate Student Handbook.** Portions of the Handbook (student rights, responsibilities and expectations) will be reviewed during new student orientation.

Gardner-Webb University supports and is fully committed to the concept of a drug-, tobacco- and alcohol-free campus community. In order to comply with the Drug-Free Schools and Communities Act Amendments of 1989, Gardner-Webb publishes the following and makes it available to each student.

1. The unlawful manufacture, distribution, dispensing, possession or use of controlled substances is prohibited by students on Gardner-Webb University's property or as any part of the University's activities. As a condition of enrollment, Gardner-Webb University students will

abide by these terms. The following is a partial list of controlled substances:

Narcotics (heroin, morphine, etc.)

Cannabis (marijuana, hashish, etc.)

Stimulants (cocaine, diet pills, etc.)

Depressants (tranquilizers, etc.)

Hallucinogens (PCP, LSD, designer drugs, etc.)

Designer (MDA, MDA-known as ecstasy, ice, etc.)

Tobacco

Alcohol

2. Gardner-Webb will impose disciplinary sanctions on students who violate the terms of paragraph 1. If found responsible, the appropriate disciplinary action, up to and including expulsion from the University and/or satisfactory participation in a drug and alcohol abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency, will be taken. More specific penalties are outlined in the Gardner-Webb University Student Handbook. Violations may also be referred to the appropriate civil authorities for prosecution under local, state, and federal law.

3. Local, state, and federal laws prohibit the possession, and distribution of illicit drugs, alcohol and weapons. The applicable legal sanctions for various offenses are listed in the North Carolina Criminal Law and Procedure book, a reference copy of which is maintained by the University's Campus Police Department.

4. Information describing the health risks associated with the illicit drugs and abuse of alcohol is made available to all students. Additional information and individual counseling is available through the University's Counseling Center. If necessary and at the student's expense, referral can be made to an outside agency.

5. Local, state and federal law prohibits the possession of weapons on campus. These laws supersede any statutes.

Army Reserve Officers Training Corps (ROTC)

Gardner-Webb offers Army ROTC in cooperation with the University of North Carolina at Charlotte. Military science coursework is offered on the Gardner-Webb campus, and there are no additional tuition charges for those participating in this program. ROTC provides world-class leadership training opportunities applicable in corporate, executive, and government leadership positions. Students may also elect to receive a minor in military science. There are no military obligations for non-contracted students. Four, three, and two-year scholarships are available to qualified students. Interested students should contact the Military Science Department at (704) 406-4427/2111.

Air Force Reserve Officers Training Corps

(AFROTC)

Gardner-Webb University students may participate in Air Force ROTC at the University of North Carolina at Charlotte and may be eligible for AFROTC scholarships to apply to their Gardner-Webb tuition. Air Force ROTC courses are held only on the UNC-Charlotte campus. Interested students should contact the Commanding Officer, AFROTC Detachment 592, Department of Aerospace Studies, 9201 University City Blvd., Charlotte, NC 28223, phone number (704) 687-4540.

Computer Facilities

The Gardner-Webb student has ready access to a number of computer facilities, including PC and Apple labs. In addition to the use of computers in the Computer Science and Computer Information Systems programs, computers are an integral part of programs such as Business Administration, Communication Studies, English, Education, Learning Assistance, Mathematics, Nursing, Psychology, and Science.

Access to the Internet is provided through computer labs and wireless networks on the main campus as well as the Charlotte and Iredell, and Winston-Salem campuses.

Dimensions

Dimensions is a series of programs offered for credit each fall and spring semester on a pass/fail basis. Dimensions supports the purpose of Gardner-Webb University, which includes a commitment to the Christian faith, the pursuit of intellectual and cultural fulfillment, and the fostering of a sense of community.

Disability Services (NOEL Program)

The Noel Center for Disability Services provides support services to deaf, blind, learning disabled, and other students with documented disabilities. In order to assess each student's needs and to provide the necessary support services, current professional documentation of a disability or disabilities must be furnished. Upon acceptance to the University, documentation should be sent to the Noel Center for Disability Services. Documentation must be furnished no later than three weeks prior to the beginning of services. Each student is assigned a disability specialist who will work with the student throughout his or her time at Gardner-Webb. Some of the accommodations/services that may be provided if the student has supportive documentation include notetakers, extended-time testing, materials in alternative format, lab assistants, interpreters, orientation and mobility training and use of adaptive technology. The student may also receive help in developing effective study skills and organizational and test-taking

strategies.

First-Year Programs

Keeping with the mission of Gardner-Webb University, the First-Year Experience course (UNV 111/101) is designed to help students make a successful transition to university life by fostering a sense of community; nurturing development of faith; inspiring a love of learning and service-based leadership; encouraging interdisciplinary thinking; and promoting success in academic skills.

Honors Program

The Honors Program provides special opportunities for academically talented students. In addition to special honors and interdisciplinary classes, a variety of lectures, trips and other events are planned for students. An Honors House is available on campus for study and recreation. Application procedures are available through the Admissions Office.

Learning Enrichment and Assistance Program

Gardner-Webb University undergraduate students who would like assistance with coursework are encouraged to contact the LEAP office. Our Peer Tutoring program, located in the Tucker Student Center, provides assistance for a number of courses and subject areas and is free of charge. The tutoring services will seek to clarify course content, emphasize concepts, strengthen background skills needed for mastery of material, practice application of materials to content, reinforce learning, and promote independent learners. Prior to making an appointment online with a tutor via WebbConnect, LEAP recommends that a student first speak with his/her professor about concerns in particular classes. Professors can often provide insight into what area(s) need attention or what strategies may be helpful in specific courses.

Retention

As a member of the Enrollment Management Division, the Office of Retention is responsible for helping students thrive. The main areas students seek to thrive in are academic, spiritual, social and financial. When students' expectations are met in these areas, they will have increased satisfaction at Gardner-Webb University. If you are facing an obstacle in any of these areas you may contact the Thrive- Office of Retention by telephone, e-mail, or in person. The office is located on the second floor (Student Development Suite) of Tucker Student Center.

Service Learning

Service learning provides a link for reflecting and connecting what is learned within the classroom and what is learned through related service activities outside the classroom. At Gardner-Webb University, academic Service Learning is formally defined as an integration of Service Learning objectives and course learning objectives intentionally designed to evoke meaningful change in both service recipients and service providers, thus fostering a lifelong sense of community engagement. Service Learning is incorporated into classes across many disciplines across the university. The program coordinator, Prof. Susan Manahan, is available for faculty and student guidance.

Study Abroad

The Gardner-Webb University curriculum provides students with a global understanding of the world so that they may gain the international understanding necessary to be informed citizens. The University also encourages students to explore the appropriateness of study abroad. This can be an integral part of the students' university experience, providing personal growth, cultural understanding, an international perspective, improved foreign language skills, and a competitive edge in the eventual job search.

Semester exchanges are currently possible at universities in England, Wales, Malta, Spain, Sweden, and Hong Kong. Students who wish to study in countries other than those mentioned may do so either with another university or independently. GWU-sponsored summer study opportunities are available in Canada (French) and Costa Rica (Spanish).

Students can also participate in mission experiences abroad. Honors students may attend special honors programs that take place in a foreign country. Students in the Broyhill School of Management GEM program will also participate in specially designed international experiences. Through the Office of International Programs students may arrange to study at foreign universities other than those with which GWU has an exchange agreement.

During the academic year, GWU sponsors short trips to various overseas destinations. With prior arrangement, credits may be earned for study/travel abroad. Some financial assistance for international study/travel is available to students who meet the necessary eligibility requirements.

Undergraduate Research

The Undergraduate Research program encourages scholarly research, including artistic endeavors, that come to fruition outside the boundaries of the classroom. Students in any discipline may receive funding to work with a faculty mentor/collaborator on a well-planned project that is then presented in a public venue such as a professional conference or published in a scholarly journal. Projects over the last few years have included a biology experiment on

biodiesel fuel retrieved from algae; a collaborative article published in a professional psychology journal about counseling bereaved children and adolescents; and teams trained for two simulation conferences, Model Arab League, and Model NATO. The Undergraduate Research program is a co-sponsor of the Life-of-the Scholar Multidisciplinary Conference, which gives students the opportunity to showcase their scholarship on campus in February each year. The program also supports the GWU Summer Research Scholars program, which funds students who live on campus for a summer term and work with a mentor/collaborator on an Undergraduate Research project. For more information please contact, Dr. June Hobbs, (704) 406-4412.

University Writing Center

The University Writing Center, located in the Tucker Student Center, offers free assistance to all Gardner-Webb students on any problem related to writing. Qualified graduate and undergraduate students, under the direction of a faculty specialist in writing, provide individual and group tutoring and answer questions upon request.

Army Reserve Officers Training Corps (ROTC)

Master Sergeant DeVaughn, Assistant Professor of Military Science
(704) 406-4427/2111
(704) 406-2112 (Fax)

Gardner-Webb offers Army ROTC in cooperation with the University of North Carolina at Charlotte. Military science coursework is offered on the Gardner-Webb campus and there are no additional tuition charges for those participating in this program. ROTC provides world class leadership training opportunities applicable in corporate, executive, and government leadership positions. There are no military obligations for non-contracted students.

Prospective Gardner-Webb students may apply for an Army ROTC Scholarship, which will cover all of the recipient's tuition and fees. In addition, Gardner-Webb University waives room and board charges for recipients of ROTC Scholarships. Other benefits also accrue to those attending Gardner-Webb on ROTC Scholarships, including monthly stipends and book allotments. Those interested should contact the Admissions Office at Gardner-Webb (704)406-4496, or the Gardner-Webb ROTC Office at (704) 406-4427. Students may elect to receive a minor in military science.

GOALS

1. To provide quality instruction and training that emphasizes and strengthens leadership, management and organizational skills.
2. To provide quality instruction and training that develops and strengthens critical thinking,

enhances problem solving skills and fosters teamwork.

3. To promote and develop good written and oral communication skills.
4. To instill and foster the army values that support teamwork, loyalty, respect and commitment.

MINOR FIELD OF STUDY DETAIL

MSCI 311, 311L, 312, 312L, 330, 411, 411L, 412 (18 hours)

Description of Courses

MILITARY SCIENCE (MSCI)

111 LEADERSHIP AND PERSONAL DEVELOPMENT

1 semester hour

Introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. Includes instruction in map reading, land navigation, and customs and courtesies of the Army. Participation in three one-hour sessions of physical fitness is strongly encouraged each week. Participation in one weekend of Field Training Exercise is required. There is no military obligation to take this course, open to all GWU students. 1-4-1. (Fall)

Co-requisite: MSCI111L

111L LEADERSHIP AND PERSONAL DEVELOPMENT LAB

1 semester hour

Application of Basic Leadership Skills through multiple venues including Drill and Ceremony, Land Navigation, Weapons Familiarization, Basic Rifle Marksmanship, Medical Tasks, Individual Movement Techniques, Employing Claymore Mines, Engaging Targets with Hand Grenades, Introduction to the Orders Process, Understanding Army Acronyms, Hand and Arm Signals, and Radio Protocol Procedures. 3-0-1 (Fall)

Co-requisite: MSCI 111

112 INTRODUCTION TO LEADERSHIP

1 semester hour

Overview of leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Includes instruction in basic tactics. Participation in three one-hour sessions of physical fitness is strongly encouraged each week. Participation in one weekend of

Field Training Exercise is required. There is no military obligation to take this course, open to all GWU students. 1-4-1 (Spring)

Co-requisite: MSCI 112L

112L INTRODUCTION TO LEADERSHIP LAB

1 semester hour

Application of Basic Leadership Skills through multiple venues including Drill and Ceremony, Land Navigation, Weapons Familiarization, Basic Rifle Marksmanship, Medical Tasks, Individual Movement Techniques, Employing Claymore Mines, Engaging Targets with Hand Grenades, Introduction to the Orders Process, Understanding Army Acronyms, Hand and Arm Signals, and Radio Protocol Procedures. 3-0-1 (Spring)

146/PHED 146 MILITARY FITNESS

1 semester hour

Military Fitness teaches a fitness program focused on muscular strength, muscular endurance and aerobic endurance. The weekly classes provide students with opportunities for strenuous physical activity, and also serve as examples of exercise routines that students can adopt as personal workout plans. Progress is graded using the Army Physical Fitness Test (APFT). Students must be able to participate in a normal college physical education program. 2-0-1 (Fall, Spring)

211 INNOVATIVE TEAM LEADERSHIP

2 semester hours

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Includes instruction in troop leading procedures, tactical movement, battle drills, and offensive and defensive operations. Participation in three one-hour sessions of physical fitness is strongly encouraged each week. Participation in one weekend of Field Training Exercise is required. There is no military obligation to take this course, open to all GWU students. 2-4-2 (Fall)

Co-requisite: MSCI 211L

211L INNOVATIVE TEAM LEADERSHIP LAB

1 semester hour

Application of Intermediate Leadership Skills through multiple venues including Leading Drill and Ceremony, Advanced Land Navigation, Building Terrain Models, Advanced Rifle Marksmanship, Advanced Medical Tasks, Movement Formations, Movement Techniques, Special Teams,

Writing Operations Orders, Situation Reporting, Call for Fire, and Introduction to Battle Drills. 3-0-1 (Fall)

212 FOUNDATIONS OF TACTICAL LEADERSHIP

2 semester hours

Examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Includes instruction in terrain analysis, patrolling, tactical orders, route planning, and navigational methods. Participation in three one-hour sessions of physical fitness is strongly encouraged each week. Participation in one weekend of Field Training Exercise is required. There is no military obligation to take this course, open to all GWU students. 2-4-2 (Spring)

Co-requisite: MSCI 212L

212L FOUNDATIONS OF TACTICAL LEADERSHIP LAB

1 semester hour

Application of Intermediate Leadership Skills through multiple venues including Leading Drill and Ceremony, Advanced Land Navigation, Building Terrain Models, Advanced Rifle Marksmanship, Advanced Medical Tasks, Movement Formations, Movement Techniques, Special Teams, Writing Operations Orders, Situation Reporting, Call for Fire, and Introduction to Battle Drills. 3-0-1 (Spring)

311 ADAPTIVE TACTICAL LEADERSHIP

3 semester hours

Challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. Includes instruction in squad operations, problem solving, and combat orders. Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required. 3-4-3 (Fall)

Prerequisite: MSCI 211, 212 or equivalent.

Co-requisite: MSCI 311L

311L ADAPTIVE TACTICAL LEADERSHIP LAB

1 semester hour

Leadership Lab. Practical application of the material learned in the co-requisite course. 3-0-1

(Fall)

312 LEADERSHIP IN CHANGING ENVIRONMENTS

3 semester hours

Uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading tactical operations up to platoon level. Cadets review aspects of combat, stability, and support operations. They also conduct military briefings and develop proficiency in garrison operation orders. Includes instruction in platoon operations, stability and support operations, and garrison orders. Designed to prepare third-year students to perform effectively at the Leadership Development and Assessment Course (LDAC). Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required. 3-4-3 (Spring)

Prerequisite: 211, 212 or equivalent.

Co-requisite: MSCI 312L

312L LEADERSHIP IN CHANGING ENVIRONMENTS LAB

1 semester hour

Leadership Lab. Practical application of the material learned in the co-requisite course. 3-0-1 (Spring)

330 AMERICAN MILITARY HISTORY

3 semester hours

American Military History from 1776 to the Contemporary Operating Environment. Study of the threads of continuity throughout America's military career with an emphasis on leadership, technology, doctrinal changes and the formation of today's professional Army. Students are required to participate in a one- to two-day Staff Ride to an historic battlefield to demonstrate the usefulness of historical analysis to today's military leader. (Fall, Spring) 3-0-3

Prerequisite: Junior Standing (Sophomores and Freshmen by exception)

411 DEVELOPING ADAPTIVE LEADERS

3 semester hours

Develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to Army officers. Includes instruction in risk management, training management, code of conduct, rules of engagement, counseling, and evaluations. Participation in three one-hour sessions of physical fitness is

mandatory each week. Participation in one weekend of Field Training Exercise is required. 3-4-3 (Fall)

Prerequisite: MSCI 312

Co-requisite: MSCI 411L

411L DEVELOPING ADAPTIVE LEADERS LAB

1 semester hour

Leadership Lab. Practical application of the material learned in the co-requisite course. 3-0-1 (Fall)

412 LEADERSHIP IN A COMPLEX WORLD

3 semester hours

Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. Includes instruction in Army organization and modularity, the platoon command team, a battle analysis, and a staff ride. Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required. 3-4-3 (Spring)

Prerequisite: MSCI 411

Co-requisite: MSCI 412L

412L LEADERSHIP IN A COMPLEX WORLD LAB

3 semester hours

Leadership Lab. Practical application of the material learned in the co-requisite course. 3-0-1 (Spring)

First-Year Programs

Jessica Herndon, Director

MISSION STATEMENT

Keeping with the mission of Gardner-Webb University, the First-Year Experience course is designed to help students make a successful transition to university life by fostering a sense of community; nurturing development of faith; inspiring a love of learning and service-based leadership; encouraging interdisciplinary thinking; and promoting success in academic skills.

GOALS

1. Develop in students an appreciation for and knowledge of the purpose of a liberal arts university education.
2. Enhance students' understanding and appreciation of the diversity of the university community.
3. Help students understand the mission statement/purpose of Gardner-Webb University.
4. Orient students to and promote involvement in co-curricular activities, student organization and the university community in general.
5. Assist students in developing relationships within the university environment.
6. Acquaint students with appropriate study strategies for success in college.
7. Develop habits of intentionality and a sense of personal efficacy.
8. Foster a commitment to life-long self-examination and reflection.
9. Promote character development and personal integrity.

Course Descriptions

FIRST-YEAR PROGRAMS

101 FIRST-YEAR EXPERIENCE

1 semester hour

First-Year Experience is a comprehensive course designed to help first-year Bachelor of Music students develop an effective balance of academic achievement and personal growth which will contribute to their college success. Topics include goal setting, study skills, time management, exam preparation, and critical thinking. First-year Bachelor of Music students must be enrolled in this course their first semester at the university. Students who fail the course must repeat it the following semester.

111 DIMENSIONS OF UNIVERSITY LIFE

3 semester hours

This is a comprehensive course designed to help first-year students develop an effective balance of academic achievement and personal growth which will contribute to their college success. UNIV 111 includes the same topics as UNIV 101 with the addition of Interdisciplinary Studies Modules which include such topics as religion, philosophy, science, economics, culture and language and how these topics relate to the first-year book. This course is intended for all first-year students EXCEPT Bachelor of Music majors. First-year students must be enrolled in this course their first semester at the university. Students who fail the course must repeat it the following semester. 3-0-3

University Honors Program

Thomas H. Jones, Associate Dean

Gardner-Webb University provides a comprehensive Honors Program to nurture academically qualified students in all majors. Emphasis is placed on Honors classes, leadership through academic and co-curricular accomplishments, preparation for graduate school, and university activities.

MISSION STATEMENT

The mission of the Gardner-Webb University Honors Program is to nurture academically qualified students in all majors by providing a program of enriched learning experiences in courses taught by an Honors faculty and to instill community pride in its members by encouraging students to become active in service-based projects.

GOALS

To provide:

and encourage opportunities for student centered learning in Honors core classes

opportunities for cultural enrichment.

opportunities and encourage student community involvement

enhancing extra-curricular learning opportunities

an opportunity for and encourage student research

an opportunity and encourage student involvement and participation in the activities of the North Carolina, Southern Regional and National Honors organizations

HONORS PROGRAM CURRICULUM

A student may be identified as an “Honors Program Graduate” after meeting graduation requirements in an academic department of the University and meeting the requirements of the University Honors Program.

The University Honors Program requires the completion of a minimum of twenty-four hours of course work designated as “Honors.” A minimum of fifteen hours of course work should be completed in the first two years of study. Honors courses in the first two years may be selected from Honors sections of core curriculum offerings, special courses which are offered on an occasional basis for Honors students, or through “Honors Contracts” with faculty teaching regular sections of the college’s overall curriculum.

All Honor students are expected to complete HONR 395, 400, and 401 in their junior or senior years. University Honors Program students are expected to maintain a minimum 3.0 grade point average.

To receive “Honors Program” recognition during commencement exercises, a student must meet the following requirements:

- Maintain at least a 3.0 GPA;
- Successfully complete a minimum of 27 hours in Honors courses including HONR 395, 400, 401;
- Initiate, prepare, present and defend a senior HONORS thesis of at least 40 pages in length;
- Complete a minimum of 80 hours of community service which contributes to the welfare of the community; and
- Receive the recommendation of the Honors Committee.

Course Descriptions

HONORS PROGRAM (HONR)

320, 321 HONORS TRAVEL-STUDY

1 semester hour

These courses provide the opportunity for students to travel both within the U.S. and abroad in order to experience different cultures, environment, social structures, organizations and cuisine. This course is open to all students with the permission of the Director. Lecture-Travel- 1-0-1

395, 396 HONORS SEMINAR

3 semester hours

Interdisciplinary advanced study that encourages critical thinking as students explore specific topics. Topics vary from semester to semester, but recent topics have included: Man and the Environment; Movers and Shakers of the Modern World; Spirituality in the United States; Church and State; Human Rights; Death in American Culture; War, Peace, and Culture; The Lives of Christ. Open to Junior Honors students. Students may enroll for Honors seminar twice for credit in two different semesters. Other students may enroll with the permission of the instructors and the Honors Committee. 3-0-3 FS.

400 HONORS RESEARCH

3 semester hours

This is the first of a two semester sequence of courses designed to culminate with the Honors student presenting and defending a Senior Honors Thesis. Each student will work with a mentor in his or her major area of study to develop a thesis statement, a bibliography, preliminary research, and a prospectus for the thesis. 0-Independent Study - 3. FS.

401 HONORS THESIS

Each student will finalize and prepare a Senior Honors Thesis under the guidance of a mentor in his or her major. The Thesis will be presented and defended by the student to all interested members of the academic community. Students are encouraged to present their thesis to the wider academic community at regional or national Honors meetings. 0-Independent Study-3. FS

Broyhill School of Management

Nationally Accredited by the Association of Collegiate Business Schools and Programs. Became the University's first endowed school in 1981 with a gift from the Broyhill Foundation of Hickory, North Carolina.

FACULTY

Dean of the School of Business, Dover Chair: Professor A. Negbenebor

Associate Dean of the School of Business: Associate Professor V. Graham

Professors: I. Bottoms, S. Camp, D. Caudill, R. Spear, E. Godfrey, T. Meaders

Associate Professors: S. Johnson, C. Metcalf, J. Nall, F. Policastro, D. Smith

Assistant Professors: G. Gilsdorf, S. Kim, L. Xiao

Instructors: G. Dib, O. Zamora, S. Mankins. M. Taylor

MISSION

The Godbold School of Business provides undergraduate and graduate professional training within the scope of a Christian-based, liberal arts university, building on the skills in learning and critical thinking that the liberal arts foster.

VISION

The Godbold School of Business functions to support the mission of Gardner-Webb University by providing both graduate and undergraduate professional training in the business disciplines to a diverse student population. It enhances the scope of the university by applying the learning and analytical skills fostered by the liberal arts and the moral and ethical values of the Christian faith to the practice of business activities in the domestic and world-wide arenas. It also encourages both its faculty and its students to pursue life-long learning, to value service to God and humanity, and to build character in students.

MOTTO: "For God and Humanity Through Business"

GOALS

1. To provide both undergraduate and graduate professional training in the business disciplines to a diverse student population;

2. To enhance the scope of the University by applying the learning and analytical skills fostered by the liberal arts and the moral and ethical values of the Christian faith to the practice of business activities in the workplace; and
3. To encourage both its faculty and its students to pursue life-long learning, and to value service to God and humanity

STUDENT LEARNING OUTCOMES

Students who choose to major in any field of study offered by the Broyhill School of Management will:

1. adapt to professional careers in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills are vital for success;
2. learn new managerial skills that require knowledge of computer applications in business;
3. respond to change in a dynamic, global marketplace and demonstrate high ethical standards in their places of work;
4. expand their knowledge base by pursuing further studies in graduate or professional schools;
5. incorporate global and ethical perspectives across the curriculum; and
6. be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to managerial problem solving.

Student learning outcomes specific to each major offered by the school are described in the appropriate sections that follow.

MAJOR FIELDS OF STUDY

The school offers eight majors leading to the Bachelor of Science degree:

Accounting

Business Administration

Computer Information Systems

Economics/Finance

Healthcare Management

International Business

Marketing

Sport Management

SECOND MAJOR

A student seeking a second major in any degree offered by the Broyhill School of Management must meet all of the requirements for the primary degree in business. If the student seeking a second major is already a business student in a business degree program as the primary major, the student must complete 30 hours toward the second major, at least 21 of which must meet the course requirements for the second major with any remaining hours approved in a written

plan by the student's advisor.

MINOR FIELDS OF STUDY FOR NON-BUSINESS MAJORS

The Broyhill School of Management recognizes that some students, who do not major in business, may want to have an understanding of basic business disciplines. Therefore, the Broyhill School of Management offers a minor in business administration and sport management for students who are not majoring in business. Students majoring in Sport Management may also minor in business administration.

MAJOR FIELDS OF STUDY DETAIL

The Common Professional Component (36 hours) is a set of core courses that is required by the Broyhill School of Management for all business degrees except Sport Management. The following courses are required in the Common Professional Component:

ACCT 213, 214

BADM 300, 304, 305, 360, 480

CISS 300

ECON 204

FINC 312

MGMT 316

MRKT 300

ADDITIONAL REQUIREMENTS: All business students (including transfer students) are expected to complete MATH 105 and either MATH 110, 151 or 219, except that Computer Information Systems majors with the Information Technology option are expected to complete MATH 151 and either MATH 302 or 311. All business students are expected to complete ECON 203 within the general studies core. A minimum grade of C (2.00) is required in all major and minor Gardner-Webb courses, the Common Professional Component, and the economics and math courses specified as additional requirements, whether taken at Gardner-Webb or transferred from another institution.

For cases in which a student's primary major requires the same course as a business secondary major or the non-business minor, the duplication will be resolved by selecting substitute courses from the same general field of study.

ACCOUNTING (21 HOURS)

STUDENT LEARNING OUTCOMES

Students will develop the accounting and analytical skills in order to acquire entry level positions.

COURSE REQUIREMENTS

ACCT 313, 314, 315, 400, 425, 435, and 450

Note: At least half of the accounting courses listed above must be taken at Gardner-Webb University.

BUSINESS ADMINISTRATION (21 HOURS)

STUDENT LEARNING OUTCOMES

Students will understand basic concepts of human relations management, organizational behavior, and production/operations management necessary to manage a modern business or not-for-profit organization.

COURSE REQUIREMENTS

MGMT 410, MGT 416 and MGMT 450 and four courses selected from the following:

BADM 325, 340, 345

MGMT 330, 400, 403, 422, 431, or 485

FINC 320

MRKT 466

Note: If BADM 325 is used to satisfy a general studies core requirement, it cannot be used to satisfy a course requirement for this major.

COMPUTER INFORMATION SYSTEMS (21 HOURS)

STUDENT LEARNING OUTCOMES

Students will apply information technologies and business knowledge to achieve strategic objectives in organizations.

COURSE REQUIREMENTS

Students completing the Computer Information Systems degree will take the following five courses and two courses from either an Information Systems Emphasis or an Information Technology Emphasis:

CISS 201 Programming Language

CISS 371 Systems Analysis and Design

CISS 433 Database Management

CISS 460 Data Communications and Networking

CISS 470 Strategic Information Management (Capstone Course)

Information Systems Emphasis (Option 1), choose two courses from:

ACCT 400 Accounting Information Systems

CISS 432 Information Systems Project Management

CISS 485 Topics in Computer Information Systems

Information Technology Emphasis (Option 2), choose two courses from:

CISS 285 C Programming Language

CISS 423 Survey of Programming Languages

CISS 471 Software Engineering

CISS 485 Topics in Computer Information Systems

(This option also requires that the student complete MATH 151 and either MATH 302 or 311 as part of the general studies core or as additional requirements.)

ECONOMICS/FINANCE (21 HOURS)

STUDENT LEARNING OUTCOMES

Students will be able to apply and critique the financial operations of business firms from a managerial perspective and manage the investment resources of individuals and business firms.

COURSE REQUIREMENTS

MGMT 416, FINC 313, and five courses selected from the following (in consultation with the advisor):

ECON 302, 303, 304, 311, 401, 402, 403, 404, 405, or 480

FINC 301, 320, 335, 420, 425, 430, or 460

HEALTHCARE MANAGEMENT (21 HOURS)

STUDENT LEARNING OUTCOMES

Students will gain a well-rounded and thorough course of study in the healthcare management field to position them to be competitive in the healthcare management workforce.

COURSE REQUIREMENTS

HCMG 200, 300, 303, 310, 315, 400, 420

INTERNATIONAL BUSINESS (21 HOURS)

STUDENT LEARNING OUTCOMES

Students will be able to distinguish between domestic and international markets and apply basic concepts of international trade to culture, history, and politics.

COURSE REQUIREMENTS

ECON 401

FINC 460

MGMT 410

MRKT 466

POLS 401 (or 321 or 351)

In addition, the student must demonstrate proficiency in English plus one foreign language at

the 201 level, and must choose one of the following options:

1. Six hours of additional foreign language above the 201 level; or
2. If the student's native language is other than English, six hours of business courses at or beyond the 300 level (with approval of the student's academic advisor).

Majors will be strongly encouraged to participate in a foreign study program through the Council on International Educational Exchange (CIEE) or through Gardner-Webb sponsored programs abroad. While abroad, students will be advised to take one course from the Common Professional Component. Students should plan their budgets accordingly.

MARKETING (21 HOURS)

STUDENT LEARNING OUTCOMES

Students will understand basic concepts of marketing, managing and promoting sales or services for a business or not for-profit organization.

COURSE REQUIREMENTS

MRKT 410, 420 and 466 and four of the following (with the approval of the student's academic advisor):

MRKT 302, 304, 310, 402, 404, 406, 408, or 485

MGMT 416, 485

ECON 401

SPORT MANAGEMENT (42 HOURS)

STUDENT LEARNING OUTCOMES

After successfully completing this program of study, the students will be able to:

1. integrate the overall knowledge of the sport management field including history, sociology, governance, communications and positions available in the field;
2. assess the basic principles of business including accounting, management, marketing, promotions, finances, and economics as they relate specifically to sport;
3. integrate technology used in the field of sport management;
4. analyze and evaluate research in the field of sport management;
5. demonstrate effective leadership skills in a sport management setting;
6. critique the biblical implication on ethical/moral dilemmas as it relates to areas of sport management.

COURSE REQUIREMENTS

The Basic Core requirements must be satisfied. ECON 203 is required as one of the Dimensions of Heritage courses; MATH 105 is recommended as the course selection for the Dimensions of Quantitative Analysis. Classes required for completing the major are as follows: SPMG 218, 250, 285, 305, 310, 335, 345, 360, 410, 415, and 497 (39 hours)

ACCT 213 (3 hours)

MINOR FIELD OF STUDY FOR NON-BUSINESS MAJORS DETAIL

BUSINESS ADMINISTRATION (18 HOURS)

ACCT 213, ECON 204, and four courses from the Common Professional Component (excluding BADM 480)

Note: A minimum grade of C (2.0) must be earned in all business courses taken for the minor. For cases in which a major external to the Broyhill School of Management requires ACCT 213 and the selected minor also requires ACCT 213, ACCT 214 becomes the substitute course to fulfill the requirements of the minor. Other duplications should be resolved by selecting substitute courses from the same general field of study.

SPORT MANAGEMENT (18 HOURS)

SPMG 218, 305, 345, 415 (12 hours)

Choose two:

SPMG 250, 285, 310, or 335 (6 hours)

ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All students transferring under the Comprehensive Articulation Agreement must complete or transfer MATH 105 and 110 and ECON 203. Additionally, all students transferring from a community college are strongly recommended to take the following courses as part of their community college programs: ACCT 213, ACCT 214, ECON 203, ECON 204, and CISS 300.

SPECIAL PROGRAMS OFFERED BY THE SCHOOL

DELTA MU DELTA HONOR SOCIETY

Delta Mu Delta is the International Honor Society for Business Administration. The purposes are to promote higher scholarship in training for business and to recognize and reward scholastic achievement for business majors. It is open to juniors and seniors with a GPA of 3.8 and above and who are in the top 10% of their class.

Majors:*	Accounting	Business Administration	Computer Information Systems	Economics / Finance	International Business	Marketing	Healthcare Management
Core:							
ACCT 213	✓	✓	✓	✓	✓	✓	✓
ACCT 214	✓	✓	✓	✓	✓	✓	✓

BADM 300	✓	✓	✓	✓	✓	✓	✓
BADM 304	✓	✓	✓	✓	✓	✓	✓
BADM 305	✓	✓	✓	✓	✓	✓	✓
BADM 360	✓	✓	✓	✓	✓	✓	✓
BADM 480	✓	✓	✓	✓	✓	✓	✓
CISS 300	✓	✓	✓	✓	✓	✓	✓
ECON 204	✓	✓	✓	✓	✓	✓	✓
FINC 312	✓	✓	✓	✓	✓	✓	✓
MGMT 316	✓	✓	✓	✓	✓	✓	✓
MRKT 300	✓	✓	✓	✓	✓	✓	✓
	ACCT 313 ACCT 314 ACCT 315 ACCT 400 ACCT 425 ACCT 435 ACCT 450	MGMT 410 MGMT 416 MGMT 450 Four Courses: <i>BADM 325</i> <i>BADM 340</i> <i>BADM 345</i> <i>FINC 320</i> <i>MGMT 330</i> <i>MGMT 400</i> <i>MGMT 403</i> <i>MGMT 422</i> <i>MGMT 431</i>	CISS 201 CISS 371 CISS 433 CISS 460 CISS 470 and Option 1: Two Courses: ACCT 400 CISS 432 CISS 485 or Option 2: Two Courses: 132	FINC 313 MGMT 416 Five Courses: ECON 302 ECON 303 ECON 304 ECON 311 ECON 401 ECON 402 ECON 403 ECON 404 ECON 405 ECON 480 FINC 301 FINC 320	ECON 401 FINC 460 MGMT 410 MRKT 466 POLI 401 (or 321 or 351) Option 1: for those speaking English as a first language six hours of foreign language above 201 level Option 2: (for those speaking	MRKT 410 MRKT 420 MRKT 466 Four Courses: BADM 360 ECON 401 MGMT 416 MGMT 485 MRKT 302 MRKT 304 MRKT 310 MRKT 402	HCMG 20 HCMG 30 HCMG 30 HCMG 31 HCMG 31 HCMG 40 HCMG 42

		MGMT 485 MRKT 466	CISS 285 CISS 423 CISS 471 CISS 485	FINC 335 FINC 420 FINC 425 FINC 430 FINC 460	English as a second language) Six hours of business courses at 300 level or above	MRKT 404 MRKT 406 MRKT 408 MRKT 466 MRKT 485	
Total Hrs.	57	57	57	57	57	57	57

***NOTES:**

1. ECON 203 is a prerequisite for ECON 204 and should be taken within the general studies core.
2. MATH 105 and MATH 110 are required for all majors, except for the Computer Information Systems major with the "Option 2" emphasis, which requires MATH 151 and either MATH 302 or MATH 311.

BROYHILL SCHOOL OF MANAGEMENT TWO-YEAR COURSE ROTATION						
Every Semester	Every Fall	Every Spring	Odd Fall	Even Fall	Odd Spring	Even Spring
ACCT 213 ACCT 214						
BADM 300 BADM 304 BADM 305 BADM 325 BADM 480	ACCT 313 ACCT 435 CISS 371	ACCT 314 ACCT 400 ACCT 450 BADM 360				
CISS 160 CISS 300	ECON 401 HCMG 300	CISS 201 CISS 433 CISS 470	ACCT 425	ACCT 315 CISS 471	BADM 340	CISS 423 ECON 302
ECON 203 ECON 204	HCMG 420 MGMT 403	FINC 313 FINC 460	CISS 432	ECON 402	ECON 311 ECON 303	FINC 420
FINC 312	MGMT 410		ECON 304	FINC 320	FINC 425	HCMG 400
HCMG 200	MRKT 410	HCMG 303	FINC 430	HCMG 315	HCMG 310	MGMT 450

MGMT 316	MRKT 466	MGMT 400	MRKT 402	MRKT 302		MRKT 406
MGMT 416	SPMG 335/ FINC 335				MRKT 304	
MRKT 300		MRKT 420/ MGMT 422				
SPMG 218	SPMG 345/	SPMG 310/				
SPMG 250	BADM 345	MRKT 310				
SPMG 285	SPMG 410	SPMG 415				
SPMG 305						
SPMG 360						
SPMG 497						

The rotation is for general information only and should not be relied on for long-term planning. Actual course offering each semester are based on many factors, and the schedule may vary from this rotation. Scheduling each semester is published by the Registrar. Other catalog courses are offered only as needed.

Course Descriptions

Accounting (ACCT)

213 ACCOUNTING PRINCIPLES I

3 semester hours

An introduction to financial accounting. Accounting transactions, the accounting cycle, financial statement preparation. Special issues for short and long-term assets, liabilities, partnerships, and corporations. 3-0-3.

214 ACCOUNTING PRINCIPLES II

3 semester hours

Continued coverage of financial accounting. Partnerships, corporations, debt and equity financing. Cash flow and financial statement analysis. Introduction to management accounting: job-order and process costing, budgeting and variance analysis. 3-0-3.

Prerequisite: Accounting 213 or permission of the instructor

313 INTERMEDIATE ACCOUNTING I

3 semester hours

Detailed study of financial and managerial accounting concepts. Financial statement preparation. Time value of money. Cost allocation and valuation of current and long-term

assets. 3-0-3.

Prerequisite: Accounting 214 or permission of the instructor

314 INTERMEDIATE ACCOUNTING II

3 semester hours

Continued study of financial and managerial accounting concepts. Current and long-term debt issues, contributed and earned equity, and special treatment of leases, pensions, and tax. Financial reporting and analysis. 3-0-3.

Prerequisite: Accounting 313 or permission of the instructor

315 COST ACCOUNTING

3 semester hours

Cost accounting measurement and classification. Job order and process costing. Budget development using variable and fixed costs. Capital budgeting and project evaluation. 3-0-3.

Prerequisite: Accounting 214 or permission of the instructor

370 GOVERNMENTAL AND NONPROFIT ACCOUNTING

3 semester hours

An examination of the principles of governmental accounting and nonprofit accounting to include classification of accounts, budgeting, and financial reporting for state and local governments and nonprofit organization. 3-0-3.

Prerequisite: Accounting 214 or permission of the instructor

400 ACCOUNTING INFORMATION SYSTEMS

3 semester hours

A course designed to introduce the student to accounting systems design in a computer environment. 3-0-3.

Prerequisite: Accounting 214 and Computer Information Systems 300 or permission of the instructor

411 ADVANCED BUSINESS LAW

3 semester hours

Legal liability of accountants. Topics include Uniform Commercial Code, commercial paper,

problems of tax practice, auditing responsibilities. 3-0-3.

Prerequisite: Business Administration 300 or permission of the instructor

425 FEDERAL INCOME TAX I

3 semester hours

Examines introductory federal income tax provisions and compliance from a business entities perspective emphasizing the multidisciplinary aspects of taxation with a focus on the model tax curriculum of the AICPA. 3-0-3.

Prerequisite: Accounting 214 or permission of the instructor.

426 FEDERAL INCOME TAX II

3 semester hours

Examines advanced federal income tax theory, planning and research from a business entities perspective emphasizing the multidisciplinary aspects of taxation with a focus on the model tax curriculum focus of the AICPA, emphasizing advanced entity, jurisdictional, tax accounting and planning issues. 3-0-3.

Prerequisite: Accounting 214 or permission of instructor.

430 FORENSIC ACCOUNTING

3 semester hours

This course will provide an overview for the understanding of forensic techniques and fraud examination methodology. The course will include the study of schemes used by executives, managers, employees and other stakeholders to commit fraud against their organizations. It will cover prevention, detection and investigative strategies for businesses, nonprofit entities and governmental functions. Prerequisite: ACCT (ACC) 213 and 214 or permission of the instructor. 3-0-3

435 ADVANCED ACCOUNTING

3 semester hours

Accounting for partnerships, installment sales, insurance, corporate consolidations, and annuities. 3-0-3.

Prerequisite: Accounting 314 or permission of the instructor.

450 AUDITING

3 semester hours

Principles, techniques, procedures, and legal responsibility of auditors. 3-0-3.

Prerequisite: Accounting 314 or permission of the instructor

470 CPA PRACTICE REVIEW

3 semester hours

Designed to study the areas of accounting that usually appear on the Practice and Theory sections of the Certified Public Accounting examination. Special emphasis is placed on the opinions of the Accounting Principles Board and statements of the Financial Standards Board. 3-0-3.

Prerequisite: Student must have senior status.

Business Administration (BADM)

115 INTRODUCTION TO BUSINESS

3 semester hours

An introduction to accounting, marketing, finance, economics, and management. Designed to provide non-majors and new business majors with a preview of the subject matter and job prospects in the business field. 3-0-3.

300 LEGAL ENVIRONMENT OF BUSINESS

3 semester hours

This course is designed to cover both the public and private regulation of business. Some of the topics covered are tort law, contract law, agency, partnerships, and corporations. 3-0-3.

304 APPLIED BUSINESS STATISTICS

3 semester hours

The course considers the use of statistics in business for better planning, control and decision making with the focus on using computer statistical software, interpretation and presentation of results. Descriptive and inferential statistics, probability concepts, hypothesis testing, analysis of variance and regression analysis are covered. 3-0-3.

Prerequisite: Mathematics 105 or equivalent, Computer Information Systems 300 or equivalent or permission of the instructor.

305 INTRODUCTION TO MANAGEMENT SCIENCE

3 semester hours

An introduction to linear programming and sensitivity analysis, decision theory, inventory control models, waiting line theory and computer simulation to improve the planning, control and decision making process. 3-0-3.

Prerequisite: MATH 110 or MATH 151 and BADM 304 or equivalent or permission of the instructor.

325 BUSINESS COMMUNICATIONS APPLICATIONS

3 semester hours

A practical approach to business communications using word processing software. Emphasis will be placed on theory, memo and letter writing, formal and informal presentations, and the job search process. 3-0-3.

340 INTEGRATION OF FAITH, ETHICS, AND BUSINESS

3 semester hours

This elective course will explore the interplay between faith, ethics, and business. Various models of integration at the personal and corporate level will be explored. Students will be challenged to develop their own philosophy of how faith and ethics make a difference in their approach to business. In addition to traditional business ethics topics, this course will explore personal morality, the unique implications of the Christian faith to various business disciplines, and business as service. 3-0-3

345 LEGAL ISSUES IN SPORT

3 semester hours

Students will study the topics of contract law, tort law, administrative/statutory law, antitrust law, and collective bargaining as they apply to sport organizations. Students will be provided with applicable knowledge of issues and strategies to manage the legal aspects of their professional lives as sport administrators. Cross-listed with SPMG 345. 3-0-3

360 INTERNATIONAL BUSINESS

3 semester hours

An introduction to the unique issues associated with doing business in a global context. Specific challenges of doing business internationally and related managerial strategies are examined. 3-0-3

395 CAMPUS NEW YORK

1 semester hour

New York business/career visit enables students of business to learn how textbook theory is put

into practice through direct contact with some of the nations' best-known business firms. The week-long visit also provides opportunities for investigating career possibilities. Lecture-Travel-1-0-1.

396 INTERNATIONAL EXPERIENCE

1-3 semester hours (variable)

The course provides the student an opportunity to expand business and cultural horizons by visiting and studying in different international sites. The course can be taken more than once for different international experiences. Lecture-Travel-1-3 semester hours.

397 INTERNATIONAL BUSINESS INTERNSHIP

3-12 semester hours

Extensive formal and informal training in a country other than the student's country of origin in both foreign language conversation and business practices. Lecture-Travel-Work. 3-12 semester hours.

Prerequisite: FREN/SPAN 211 or equivalent in another language.

420 INTERNSHIP IN BUSINESS

1-6 semester hours

Prerequisite: Junior standing or by department approval.

480 SENIOR SEMINAR IN BUSINESS

3 semester hours

A case study approach designed to apply to areas of management, accounting, finance, and economics to contemporary business problems. 3-0-3.

Prerequisite: Senior standing; ACCT 214, BADM 304, CISS 300, ECON 204, FINC 312, MGMT 316, MRKT 300, or permission of the instructor.

495, 496 INDEPENDENT STUDY

1-6 semester hours

Supervised study program in a field of special interest.

Prerequisite: Approval of department chair and instructor.

498 PRACTICAL PROJECT EXPERIENCE

3 semester hours

This class implements service learning in a course that integrates the skills and knowledge students have learned in previous business classes covering finance, accounting, operations management, marketing, organizational behavior, human resource management, information technology, and communications, while embodying “For God and Humanity.” The class selects and performs a suitable charitable project during the semester, including fundraising, performance of the project, public and media relations, and creating and maintaining a project website.

Computer Information Systems (CISS)

160 INTRODUCTION TO COMPUTER INFORMATION SYSTEMS

3 semester hours

For non-business majors. A general introduction to computer information systems, with an emphasis on the application of Microsoft Office tools for business, such as spreadsheets, databases, and web development. 3-0-3

201 PROGRAMMING LANGUAGE

3 semester hours

Programming skills for business applications, including basic programming logic, typical programming structures, object-oriented and structured methodologies. Included is an introduction to Internet programming language such as Java. 3-0-3

285 C PROGRAMMING LANGUAGE

3 semester hours

An introduction to the language, syntax, style, and design of C programs. Emphasizes the use of C for low-level design and graphics, including extensions to C++. 3-0-3

Prerequisite: CISS 201

300 MANAGEMENT INFORMATION SYSTEMS

3 semester hours

A general introduction to management information systems theories and concepts, including the organizational role of information systems, prevalent information and communication technologies, and information systems development processes, with an emphasis on tools such as Excel. 3-0-3

352 PRINCIPLES OF PROGRAMMING WITH COBOL

3 semester hours

Computer problem solving using COBOL as a vehicle. 3-0-3

Prerequisite: CISS 201

371 SYSTEMS ANALYSIS AND DESIGN

3 semester hours

Study of the systems development life cycle (SDLC) with focus on the planning, analysis, and design processes. Emphasis is placed on the design and development systems, including the software and databases that are needed to support the business needs of organizations. 3-0-3

Prerequisite: CISS 300

423 SURVEY OF PROGRAMMING LANGUAGES

3 semester hours

Introduction to the history and design of programming languages. The applicability of languages to special uses such as Fortran, Pascal, Ada, Oberon, Object Pascal, C++, Smalltalk.

Examination of the modern concepts of object-orientation and functional programming. 3-0-3

Prerequisite: CISS 201

432 INFORMATION SYSTEMS PROJECT MANAGEMENT

3 semester hours

This course examines the characteristics of information technology projects, especially involving the development of software-intensive systems, and introduces the student to a variety of project management techniques. 3-0-3.

Prerequisite: CISS 300

433 DATABASE MANAGEMENT

3 semester hours

Beginning and intermediate topics in data modeling for relational database management systems. Major emphasis is placed on understanding the various database management functions and providing database support for organizations. 3-0-3.

Prerequisite: CISS 300

460 DATA COMMUNICATIONS AND NETWORKING

3 semester hours

Introduction to concepts of computer network operating systems, telephony, routing, packets, and distributed processing. 3-0-3.

Prerequisite: CISS 300

470 STRATEGIC INFORMATION MANAGEMENT

3 semester hours

Prepares the student to develop an understanding and appreciation for the impact of information systems on the economy and business performance, emerging public technology infrastructure and its role in the modern organization, electronic business applications, and technology-driven business models and strategies (Capstone Course). 3-0-3.

Prerequisite: CISS 300 and Senior Status

471 SOFTWARE ENGINEERING

3 semester hours

The study of structured programming, systems analysis, and systems design techniques. Topics include top-down design, software design metrics, project management, program correctness, and the use of computer-aided software engineering (CASE) and configuration management tools. Problems of software engineering and design for graphical user interfaces are discussed. (Cross-listed with Computer Science). 3-0-3.

Prerequisite: CISS 285, CISS 433

485 TOPICS IN COMPUTER INFORMATION SYSTEMS

3 semester hours

A specialized study of various computer science developments. Topics will vary from semester to semester. Students may take the course more than once. 3-0-3.

498 INTERNSHIP IN COMPUTER INFORMATION SYSTEMS

3 semester hours

By special arrangement with the approval of the department chair.

Economics (ECON)

201 FREE ENTERPRISE

3 semester hours

Explores the economic implications, history, and philosophy of the free enterprise system. For non-business and beginning business majors. 3-0-3.

203 PRINCIPLES OF ECONOMICS I (ECONOMICS AND THE FREE MARKET SYSTEM)

3 semester hours

Explores the economic implications, history and philosophy of the free enterprise system with special attention to national income theory; money, banking and the Federal Reserve system; Keynesian and Classical theories and the mechanics of the business cycle. 3-0-3.

204 PRINCIPLES OF ECONOMICS II

3 semester hours

Study of microeconomic concepts, price theory, behavior of the firm, market structure, and income distribution. 3-0-3.

Prerequisite: Economics 203

302 MONEY AND BANKING

3 semester hours

Analysis of Federal Reserve System and monetary policy, the role of money in determination of national income, role and development of commercial banks, and the basic elements of international finance. 3-0-3.

Prerequisite: ECON 204

303 INTERMEDIATE MICROECONOMICS I

3 semester hours

Topics include microeconomics analysis, utility and price theory, resource allocation for optimization. 3-0-3.

Prerequisite: Economics 203 and 204

304 INTERMEDIATE MACROECONOMICS II

3 semester hours

Topics include analysis of economic aggregates, national income and production, GNP, unemployment, and inflation, with an emphasis on economic forecasting as a basis for business planning. 3-0-3.

Prerequisite: Economics 204

311 LABOR ECONOMICS

3 semester hours

Analysis of the labor market, unemployment, labor laws, union organization, and the theory of wages. 3-0-3.

Prerequisite: ECON 204

401 INTERNATIONAL ECONOMICS

3 semester hours

An examination of the theory of international trade and international finance with coverage of such topics as comparative advantage and the reasons for international trade in products and factors of production, foreign exchange, foreign investment, balance of payments. 3-0-3.

Prerequisite: ECON 204

402 MANAGERIAL ECONOMICS

3 semester hours

Economics applied to managerial decision making. Analysis of costs, production, decision making under uncertainty. 3-0-3.

Prerequisite: Economics 303

403 NATIONAL INCOME AND EMPLOYMENT ANALYSIS

3 semester hours

Study of national income concepts, determination of national income, employment, balance of payments. 3-0-3.

Prerequisite: ECON 204

404 ECONOMIC DEVELOPMENT

3 semester hours

A study of the process of economic development including the historical and economic factors underlying economic development. An examination of possible strategies for economic growth and development. 3-0-3.

405 ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS

3 semester hours

The economic theory of confrontation of pollution, resource exploitation, land use. The emphasis is on examination of market failure and possible alternatives to markets in solving the problems of pollution and natural resource use. 3-0-3.

480 CONTEMPORARY ECONOMIC PROBLEMS

3 semester hours

A seminar reviewing basic economic principles and examining contemporary economic problems confronting business organizations. 3-0-3.

Prerequisite: ECON 204

Finance (FINC)

301 PERSONAL FINANCE

3 semester hours

Intended for business majors and non-majors who want to manage their personal finances better. Course covers personal budgeting and accounting, buying on credit, borrowing money, personal income tax returns, saving and wise investment, insurance, home ownership, and estate planning. 3-0-3.

312 FINANCIAL MANAGEMENT

3 semester hours

Designed to provide students with a broad base of understanding of the principles and concepts of corporate financial decision making. The course covers the key financial issues of corporate ethics, time value of money, valuation of stocks and bonds, risk and return, cost of capital, capital budgeting, leverage and capital structure, and financial statement analysis. 3-0-3.

Prerequisite: Accounting 213 and 214, Economics 203 and 204.

313 FINANCIAL MANAGEMENT II

3 semester hours

This course is designed to expand the student's depth of knowledge and application of financial management concepts and techniques learned in the principles of corporate finance. This course will provide an in-depth study of ethics in finance, capital budgeting, capital structure, financial statement analysis, working capital management, financial forecasting, mergers and acquisitions, and multinational financial management. 3-0-3.

Prerequisite: Finance 312 and Computer Information Systems 300.

320 RISK MANAGEMENT AND INSURANCE

3 semester hours

This course will encompass practical issues as well as basic concepts and principles of risk management and insurance, including personal, business, and social viewpoints in regard to managing life, health, property, and liability risks. 3-0-3.

FINC 335 FINANCE AND ECONOMICS OF SPORT

3 semester hours

Examines basic financial and economic relationships uniquely related to the business of sport. Special emphasis will be upon the economic impact analysis of sport principles, policies and plans for generating and increasing revenue streams, and controlling costs in the sport industry. An analysis of how economic models are used to measure the impact of sport on various economies. Cross-listed with SPMG 335. 3-0-3

420 INVESTMENTS

3 semester hours

Investment goals, strategies, and policies for individual investors are examined. 3-0-3.

Prerequisite: Finance 312 or consent of the instructor

425 INTERMEDIATE CORPORATE FINANCE

3 semester hours

Application-oriented approach to understanding the complexities of obtaining and allocating financial resources. Cases confronting real-world financial issues will be utilized. 3-0-3.

Prerequisite: FINC 312

430 BANK MANAGEMENT

3 semester hours

An introduction to the dynamics of managing financial institutions within a competitive and quickly changing marketplace. 3-0-3.

Prerequisite: FINC 312.

460 INTERNATIONAL FINANCE

3 semester hours

Explores the role of financial institutions, markets, and strategies in the international context. 3-0-3.

Prerequisite: FINC 312.

Healthcare Management (HCMG)

200 INTRODUCTION TO HEALTHCARE MANAGEMENT

3 semester hours each semester

This course is an introduction to the healthcare delivery system in the United States with some comparisons to systems in other countries. Health systems at the federal, state, and local level are discussed as well as differences between the private and public sectors. Potential careers in healthcare management are explained.

300 HEALTHCARE LAW AND ETHICS

3 semester hours

This course provides an overview of the interrelationship of the legal system with the structure and function of the health care system in its various forms and settings. Also addresses ethical dilemmas relating to individual patient/client decisions.

303 ECONOMICS, BUDGETING, AND FINANCE IN HEALTHCARE

3 semester hours

This course applies accounting, finance, and economic principles to the healthcare arena. Participants will understand the impact of economic issues on healthcare, and the impact of healthcare on the economy. Participants will be able to apply accounting and finance principles to healthcare in budgeting, financial statement analysis, and capital management.

310 DIVERSITY AND CULTURE IN HEALTHCARE MANAGEMENT

3 semester hours

This course explores the issues of diversity and culture in healthcare – in human resources, patient's care, and access to care. The growing diversity of communities makes it imperative that healthcare providers understand the diversity and culture of their community, and the cultural meanings and values of illness and disease treatments to various groups. The course explores health and disease symptoms within a cultural setting and the cultural relativity of illness.

315 HEALTHCARE QUALITY SEMINAR

3 semester hours

This course explores quality in healthcare. Quality medical care and quality patient care are examined. This course introduces concepts associated with quality management and improvement in the healthcare environments, and introduces the concept of systems thinking and dynamic complexity in healthcare organizations.

400 INTRODUCTION TO INTERNATIONAL HEALTH

3 semester hours

This course introduces healthcare management issues within the context of comparative biological, social, economic, and political systems. This course examines issues from many sectors (population, environmental health, nutrition, etc.) as well as principles of health system structure, financing, and reform. This course includes both national-level and international issues. The analytical frameworks are applicable to consideration of health issues and systems in developing, emerging, and developed economies. This course aims to build both students master of concepts and theories in international health, as well as practical skills through diverse classroom activities.

420 PRACTICUM/INTERNSHIP HEALTHCARE MANAGEMENT

3 semester hours

The internship is based in a health services delivery setting and provides an opportunity for the student to integrate what has been learned in courses and relate it to the operations of a complex health services organization. The course includes at least 15 hours per week of fieldwork, preparation of a personal assessment and development plan, a weekly seminar, readings, a project applicable to the internship organization, and the preparation of professional executive briefings. The student works under the collaborative guidance of a qualified professional preceptor and a faculty advisor. This course must be taken prior to the Senior Seminar Capstone course.

Prerequisite: HCMG 200,300, 303, 310, 315, 400.

Management (MGMT)

316 PRINCIPLES OF MANAGEMENT

3 semester hours

Explores the principles and processes of managing an organization. The functions of planning, organizing, leading and motivating employees are applied to current business situations. 3-0-3.

330 INDUSTRIAL SUPERVISION

3 semester hours

Explores the process and techniques of accomplishing organizational objectives through others. 3-0-3.

Prerequisite: MGMT 316

400 HUMAN RESOURCE MANAGEMENT

3 semester hours

Principles and practices used in the recruitment, selection, training and development, evaluation, and compensation of employees within organizations. 3-0-3.

Prerequisite: MGMT 316

403 HUMAN BEHAVIOR IN ORGANIZATIONS

3 semester hours

The application of human behavior principles common to many types of organizations, with a focus on those in business and industry. Motivation, leadership, followership, and human problems are analyzed. Cross listed as Psychology 403. 3-0-3.

410 ENTREPRENEURSHIP

3 semester hours

Explores economic and managerial issues the small business manager must address. Entrepreneurship, forms of ownership, creating a business plan, location analysis, acquisition of capital, financial and inventory control, marketing and advertising considerations. 3-0-3.

Prerequisite: MGMT 316

416 OPERATIONS MANAGEMENT

3 semester hours

An introduction of methods and processes used by organizations in the service and manufacturing sector to create strategic and competitive advantage. Topics include total quality management and control, work measurement, capacity and aggregate planning, forecasting, operations scheduling and project management. 3-0-3.

Prerequisite: Mathematics 105; Business Administration 304 or 305; MGMT 316; or permission of the instructor.

422 MARKETING MANAGEMENT

3 semester hours

Course addresses marketing research, forecasting, and strategic decision-making. Cross listed as Marketing 420, but not equivalent to MRKT 420. 3-0-3.

Prerequisite: MGMT 316, MRKT 300

431 MANAGERIAL CONTROL PROCESSES

3 semester hours

Examines the use of responsibility centers, budgets, standards, feedback, and control over the production process. 3-0-3.

Prerequisite: MGMT 316

435 MANAGERIAL BUSINESS COMMUNICATIONS

3 semester hours

Emphasis on corporate, intercultural, and crisis communication; team presentations; technical writing and editing; presentation software; and public relations. 3-0-3.

Prerequisite: Business Administration 325.

450 LEADERSHIP

3 semester hours

Includes the definition, traits, and segmentation of leadership. Investigates character as a foundation and similar leadership traits. Mistakes that leaders make and new demands on future leaders are analyzed through group evaluations and discussions of current and historic leaders. 3-0-3.

Prerequisite: MGMT 316

485 TOPICS IN MANAGEMENT

3 semester hours

A specialized study of various managerial developments. Topics will vary from semester to semester. Students will be allowed to take the course more than once. 3-0-3.

Prerequisite: MGMT 316

Marketing (MRKT)

300 PRINCIPLES OF MARKETING

3 semester hours

A comprehensive analysis of the marketing system and the marketing process. 3-0-3.

302 CONSUMER BEHAVIOR

3 semester hours

Concepts, methods and models used in understanding, explaining, and predicting consumer motivation and behavior. This study includes the factors that influence the decision to purchase a product or service to include both the consumer and industrial sectors. 3-0-3.

Prerequisite: MRKT 300

304 ADVERTISING AND PROMOTION

3 semester hours

Detailed and systematic review of marketing communications and use of mass media to include promotional activities, policy formulation, agency selection, control systems, and a survey of the American advertising system. 3-0-3.

Prerequisite: MRKT 300

310 SPORT MARKETING AND PROMOTION

3 semester hours

A study of basic marketing science as it applies to all realms of the sport industry. Special emphasis is placed on the principles, policies, and strategies utilized to market the unique product of sport. Attention is focused on the importance of public attitudes, opinions, and demographics as well as the design and construction of a marketing plan the promotional proposals. Cross listed with SPMG 310. 3-0-3.

402 RETAIL MANAGEMENT

3 semester hours

Analysis of the marketing activities involved in the sale of products and/or services to the ultimate consumer for personal or household consumption with the main emphasis on the management of store retailing. 3-0-3.

Prerequisite: MRKT 300

404 SALES MANAGEMENT

3 semester hours

Direct and personal selling, salesmanship, and sales force management. The study includes sales persuasion skills, theories, and simulation selling techniques. 3-0-3.

Prerequisite: MRKT 300

406 MARKETING CHANNEL MANAGEMENT

3 semester hours

Identification, selection and management of marketing channels and their modification to improve efficiency and profits. 3-0-3.

Prerequisite: MRKT 300

408 INDUSTRIAL MARKETING

3 semester hours

Application of market structure, product design, pricing strategy, logistics, promotion, and buying behavior models to industrial and governmental markets in the context of political, economic, technological, and ethical environments. 3-0-3.

Prerequisite: MRKT 300

410 MARKETING RESEARCH

3 semester hours

Methods for collecting and analyzing data to solve marketing problems. Topics include research design, primary and secondary data collection, sample design, data analysis, and marketing management applications. Qualitative, survey and experimental research techniques are covered. 3-0-3.

Prerequisites: BADM 304 or equivalent, MRKT 300, or permission of instructor

420 MARKETING MANAGEMENT

3 semester hours

Capstone course in marketing that addresses marketing research, forecasting, and strategic decision making. Cross listed with MGMT 422. 3-0-3.

Prerequisites: MRKT 300 and three 400-level marketing courses; MGMT 316

466 INTERNATIONAL MARKETING

3 semester hours

Explores the cultural, marketing, management, and environmental factors of the multinational organization. Case analysis is utilized with emphasis directed toward problem resolution. 3-0-3.

Prerequisite: MRKT 300

300 PRINCIPLES OF MARKETING

3 semester hours

A comprehensive analysis of the marketing system and the marketing process. 3-0-3.

302 CONSUMER BEHAVIOR

3 semester hours

Concepts methods, and models used in understanding, explaining, and predicting consumer motivation and behavior. This study includes the factors that influence the decision to purchase a product or service to include both the consumer and industrial sectors. 3-0-3.

Prerequisite: Marketing 300

304 ADVERTISING AND PROMOTION

3 semester hours

Detailed and systematic review of marketing communications and use of mass media to include promotional activities, policy formulation, agency selection, control systems, and a survey of the American advertising system. 3-0-3.

Prerequisite: Marketing 300

402 RETAIL MANAGEMENT

3 semester hours

Analysis of the marketing activities involved in the sale of products and/or services to the ultimate consumer for personal or household consumption with the main emphasis on the management of store retailing. 3-0-3.

Prerequisite: Marketing 300

404 SALES MANAGEMENT

3 semester hours

Direct and personal selling, salesmanship, and sales force management. The study includes sales persuasion skills, theories, and simulation selling situations. 3-0-3.

Prerequisite: Marketing 300

406 MARKETING CHANNEL MANAGEMENT

3 semester hours

Identification, selection, and management of marketing channels and their modification to improve efficiency and profits. 3-0-3.

Prerequisite: Marketing 300

408 INDUSTRIAL MARKETING

3 semester hours

Application of market structure, product design, pricing strategy, logistics, promotion, and buying behavior models to industrial and governmental markets in the context of political, economic, technological, and ethical environments. 3-0-3.

Prerequisite: Marketing 300

410 MARKETING RESEARCH

3 semester hours

Methods for collecting and analyzing data to solve marketing problems. Topics include research design, primary and secondary data collection, sample design, data analysis, and marketing management applications. Qualitative, survey, and experimental research techniques are covered. 3-0-3.

Prerequisite: BADM 304 or equivalent, MRKT 300, or permission of the instructor

420 MARKETING MANAGEMENT

3 semester hours

Capstone course in marketing that addresses marketing research, forecasting, and strategic decision-making. 3-0-3.

Prerequisite: Marketing 300 and three 400-level marketing courses. Cross-listed as Management 422.

466 INTERNATIONAL MARKETING

3 semester hours

Explores the cultural, marketing, management, and environmental factors of the multinational organization. Case analysis is utilized with emphasis directed toward problem resolution. 3-0-3.

Prerequisite: Marketing 300

Sport Management (SPMG)

218 PRINCIPLES OF SPORT MANAGEMENT

3 semester hours

An overview of the field of sport management with emphasis placed on history, philosophy,

ethics, program evaluation, current trends, and career opportunities. For majors and minors only. 3-0-3. (Fall)

250 SOCIAL ISSUES IN SPORTS<

3 semester hours

An introduction to the concept of sport in society. This course examines issues and patterns of social behavior as they relate to play, games, and sport. 3-0-3 (Fall, Spring)

285 COMMUNICATION IN SPORT

3 semester hours

An examination of the interrelationship and symbiotic relationship between sports and media in today's society. The course will utilize various broadcasts, print, and electronic media to examine how they are vital to the success of the sport organization and how they shape and reinforce cultural values. 3-0-3 (Fall, Spring)

305 SPORT FACILITY DESIGN AND EVENT MANAGEMENT

3 semester hours

Students will study the design and construction of sport facilities. In addition, students will study how to create, manage, and market sport events. 3-0-3 (Fall, Spring)

310 SPORT MARKETING AND PROMOTION

3 semester hours

A study of basic marketing science as it applies to all realms of the sport industry. Special emphasis is placed on the principles, policies, and strategies utilized to market the unique product of sport. Attention is focused on the importance of public attitudes, opinions, and demographics as well as the design and construction of a marketing plan and promotional proposals. 3-0-3 (Fall, Spring)

335 FINANCE & ECONOMICS OF SPORT

3 semester hours

Examines basic financial and economic relationships uniquely related to the business of sport. Special emphasis will be upon the economic impact analysis of sport principles, policies and plans for generating and increasing revenue streams, and controlling costs in the sport industry. An analysis of how economic models are used to measure the impact of sport on various economies. 3-0-3 (Fall, Spring)

345 LEGAL ISSUES IN SPORT

3 semester hours

Students will study the topics of contract law, tort law, administrative/statutory law, antitrust law, and collective bargaining as they apply to sport organizations. Students will be provided with applicable knowledge of issues and strategies to manage the legal aspects of their professional lives as sport administrators. 3-0-3 (Fall, Spring)

360 INTEGRATED EXPERIENCE IN SPORT MANAGEMENT

3 semester hours

This course offers a supervised observation/work experience in a sport management setting. The course consists of 70 hours of work experience and weekly class meetings to discuss sport management issues in relation to those experiences. In addition, students will be trained and receive certification of proficiency in Schedule Star Operations. Additional fee required. 2-4-3 (Fall, Spring)

Prerequisite: SPMG 218 and SPMG 305.

410 SPORT GOVERNANCE

3 semester hours

The basics of managerial activities necessary for governance and policy development in sport organizations at the professional, collegiate, high school, and amateur level are covered, as well as the structure and function of the various organizations. 3-0-3 (Fall, Spring)

Prerequisite: SPMG 218 or permission of instructor

415 ETHICS AND LEADERSHIP IN SPORT

3 semester hours

Analysis and application of ethical and leadership theories as applied to situations in sport management settings. 3-0-3 (Fall, Spring)

Prerequisite: SPMG 218 or permission of instructor.

497 INTERNSHIP IN SPORT MANAGEMENT

9 or 12 semester hours

This course provides the student an opportunity to experience a specific professional interest. In addition, students are required to have a minimum grade of "C" (2.00). (Fall, Spring, Summer)

Prerequisite: SPMG 360 and a minimum of 27 credit hours in major, or permission of instructor.

College of Arts and Sciences

The College of Arts and Sciences at Gardner-Webb University is composed of those departments and academic units which are home to the liberal arts (arts, humanities, natural and social sciences). As the intellectual heart of the university, the College promotes interdisciplinary learning, global understanding, communication skills and the promotion of critical thinking and discovery, all in the context of Christian faith. The College also seeks to create a challenging intellectual environment that enhances individual growth, supports service and leadership, and encourages creative endeavors that augment human knowledge and understanding.

The College is made up of the following academic units:

The School of Performing and Visual Arts

- Department of Music
- Department of Theatre Arts
- Department of Visual Arts

Department of Communication Studies and New Media

Department of English Language and Literature

Department of Mathematical Sciences

Departmental of Natural Sciences

Department of Physical Education, Wellness, and Sport Studies

Department of Religious Studies and Philosophy

Department of Social Sciences

Department of World Languages, Literatures, and Cultures

School of Performing and Visual Arts

ART FACULTY

Chair: D. Knotts

Associate Professors: S. Bell

Assistant Professors: P. Spangler

MUSIC FACULTY

Chair: Professor P. Sparti

Professors: P. Etter, M. Whitfield

Assistant Professors: M. Cole, T. Hudson, M. McCauley, B. Moser

Instructors: J. Harmon, M. Soja

THEATRE FACULTY

Professors: J. Thomas

Assistant Professors: C. Nelson

Instructors: S. Fair

MISSION STATEMENT

The mission of the School of Performing and Visual Arts is to provide the finest professional musical, theatrical, and visual art education to GWU students, and the finest performances and education to the community-at-large, while providing a well rounded education that encompasses a liberal arts philosophy and Christian values while training students in the history, performance, exhibition, teaching, composition, business, creation and ministry of music, art, and theatre. We also seek to stimulate interest in the arts, and strive to stimulate in our students an interest in serving the Greater Glory of God by serving others with art and music.

GOALS

1. To provide a superior university education in art, music, and theatre;
2. To provide ample opportunities to perform and compose the finest repertoire, both old and new, from all areas of the world, in all styles, and to provide a creative outlet for artists to display works; and
3. To stimulate interest in the arts and to inspire our students to strive to attain their highest potential as performers, teachers, composers, music ministers, music executives, and visual technical artists, and to use that potential to serve God and Humanity.

STUDENT LEARNING OUTCOMES

Student learning outcomes specific to each major offered by the department are described in the appropriate sections that follow.

MAJOR FIELDS OF STUDY

The School of Performing and Visual Arts offers seven majors associated with three degree programs:

Bachelor of Arts

Art

Art Education

Music

Theatre Arts

Bachelor of Fine Arts

Art

Bachelor of Music

Composition
Emphasis in Business and Music Industry
Music Education
Performance
Sacred Music

Students pursuing the B.M. degree must complete the General Studies Core for that degree.
Students pursuing the B.A. in Music must complete the General Studies Core for the B.A.
Students cannot receive both degrees.

A Music Handbook and complete curriculum outlines for each major in music and information pertaining to admission to programs, performance requirements, recital requirements, proficiency examinations, and attendance requirements are available in the office of the Chair, Department of Music.

A grade of “C” or better is necessary to pass each course toward the major.

MINOR FIELDS OF STUDY

Art History
Music
Studio Art
Theatre Arts

DEPARTMENT OF MUSIC

The Music Program is accredited by the National Association of Schools of Music (NASM). Students entering as music majors or minors are required to take a Music Theory Placement Exam prior to the first week of class to gauge their level of theoretical competence. A first-time music major will be placed either in the sequence of MUSC 105-106 (First-Year) or MUSC 103-104 (Basic Theory) according to exam results. Transfer music major placement is based on results following an exam which covers material from the last semester of music theory completed by the student.

Music majors who are not concentrating in piano are required to pass a piano proficiency examination as an integral part of the overall degree requirements. Nonpiano concentrations must enroll for piano each semester until the piano proficiency is passed. Three to four semester hours in the secondary applied have been set aside in each Bachelor of Music curriculum (2 semester hours for the B.A. in Music) for this purpose. Should the proficiency be passed before completion of the 3-4 hours of piano, the non-piano concentrations may take the remaining hours in any applied elective or performance ensemble. Piano concentrations must pass a sophomore screening and MUSC 259, which fulfill the piano proficiency requirement.

Each music major is required to satisfactorily participate in a major performing group each fall and spring semester while enrolled as a full-time student, except the student teaching semester. A student who requires more than eight semesters to complete a program may make a written request to the Chair of the Music Department for exemption from participation in a performance group after ten hours of performance organization credit have been acquired. Students must enroll in a performance group according to their concentration with the exception of Sacred Music: 4 hours of a major vocal performing ensemble and four hours in a major performing ensemble according to Concentration. Transfer students must complete a minimum of eight major performing group hours, (seven for Music Business), either from approved transfer hours or Gardner-Webb ensembles. Additionally, all music majors must complete a minimum of one hour in a chamber ensemble. All ensembles may be repeated for credit.

MAJOR FIELDS OF STUDY DETAIL

BACHELOR OF ARTS IN MUSIC (49 HOURS)

STUDENT LEARNING OUTCOMES

Students who graduate with a major in Music will:

1. demonstrate technical proficiency that enables artistic creativity and self-expression;
2. demonstrate the ability to compose and arrange music for private and public performance; and
3. be prepared for a career in a music-related field.

COURSE REQUIREMENTS

MUSC 105, 106, 205, 206, 325, and 326 (20 hours)

MUSC 226 (hours counted in core)

MUSC 245, 246, 247, 248, 249, 257, or 259 (1 hour)

Performance Applied (12 hours)

Secondary Applied (2 hours)

Performance Group (8 hours)

MUSC 493 and 494 or MUSC 412 plus four elective hours (6 hours)

A minor is not required with this major.

BACHELOR OF MUSIC DEGREES

COMPOSITION (78-80 HOURS)

STUDENT LEARNING OUTCOMES

Students who graduate with a major in Composition will:

1. demonstrate technical proficiency that enables artistic creativity and self-expression;
2. demonstrate an understanding of how the composer functions professionally in society;
3. demonstrate the ability to compose and arrange music for private and public performance; and
4. be prepared for advanced professional study in music.

COURSE REQUIREMENTS

MUSC 105, 106, 205, 206, 247, 305, 306, 325, 326, 405, 446, and 447,

MIBS 150 (30 hours)

MUSC 226 (hours counted in core)

Primary Applied (12 hours)

Performance Group (9 hours, with a minimum of one hour being in a small ensemble)

Secondary Applied (4-5 hours):

For Piano: Organ (2 hours); Voice (2 hours); Applied elective (1 hour)

For Organ and Vocal: Piano (4 hours); Applied elective (1 hour)

For Instrumental: Piano (4 hours)

MUSC 307, 308 405 (in addition to 305), 491, 492, and 497 (15 hours)

MUSC 245, 246, or 249 (2 hours)

Required by Concentration (6-7 hours):

For Piano: MUSC 259, 426, and 455

For Organ: MUSC 259, 427, and 459

For Instrumental: MUSC 349, 428, and 450

For Vocal: MUSC 257, 425, and 457

A minor is not required with this major.

EMPHASIS IN BUSINESS AND MUSIC INDUSTRY (99 HOURS)

STUDENT LEARNING OUTCOMES

Students will:

1. be prepared for positions in many areas of the music business industry including, but not limited to arts administration and venue management;
2. demonstrate a broad knowledge of the music business industry; and
3. possess an understanding of theoretical and historical knowledge, listening skills, a high level of proficiency in one area of applied performance, and basic skills in conducting, keyboard, and music technology and production.

COURSE REQUIREMENTS

MUSC 105, 106, 205, 206, 247, 305 (or 405), 325, 326, 446 or 447 (24 hours)

MUSC 226 (hours counted in core)

Primary Applied (11 hours)

Performance Group (9 hours, with a minimum of one hour being in a small ensemble)

Secondary Applied (4 hours)

Non-Vocal Concentration 1 hr. VOIC 101 or MUSC 250/3 hours Secondary Applied (Must pass piano proficiency)

Vocal Concentration 4 hrs. –Must pass piano proficiency

Piano Proficiency

MIBS 150, 300, 410, and 490 (21 hours)

Business Core: The candidate must also complete the Business Administration minor consisting of ACCT 213 and 214; CISS 300; ECON 203 and 204; FINC 312; MGMT 316; and MRKT 300 (24 hours)

Six hours of electives from Music.

Completion of this major includes requirements for a Business Administration minor.

MUSIC EDUCATION (64 HOURS)

STUDENT LEARNING OUTCOMES

Students who graduate with a major in Music Education will demonstrate:

1. the knowledge base of learning, methodologies, social content, and professional development needed to teach in a private or public school setting;
2. the ability to perform and utilize musical understanding in the classroom and performance arenas; and
3. the competencies required to obtain North Carolina teacher licensure for grades K-12 in the fields of general music, instrumental, and vocal music.

The North Carolina State Board of Education has adopted new teacher standards and required all teacher education programs to be revisioned. All candidates starting their teacher education program with EDUC 250 in the fall of 2010 must complete the new program regardless of the catalogue under which they entered Gardner-Webb University. Candidates who are already in teacher education can choose to complete the current program or the new program.

COURSE REQUIREMENTS

MUSC 105, 106, 205, 206, 245, 246, 247, 305 (or 405), 306, 325, 326, 347, 348, 446, and 447, MIBS 150 (36 hours)

MUSC 226 (hours counted in core)

Primary Applied (12 hours)

Performance Group (9 hours, with a minimum of one hour being in a small ensemble)

Secondary Applied (4 hours):

For Piano: Organ (2 hours); Voice (2 hours)

For Organ: Piano (2 hours); Voice (2 hours)

For Instrumental: Piano (3 hours); Voice (1 hour)

For Vocal: Piano (4 hours)

Required by Concentration (3 hours):

For Piano: MUSC 259 and 455

For Organ: MUSC 259 and 459

For Instrumental: MUSC 248 and 349

For Vocal: MUSC 257 and 457

The candidate must also complete the Professional Education minor consisting of Education 250, 316, 350, and 450; and Psychology 303.

NOTE: Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted to the Teacher Education Program. All candidates must be fully admitted into the Teacher Education Program a minimum of one full semester prior to the semester in which they student teach, ideally no later than the end of the first semester of the junior year.

Additional requirements for the candidate for teacher licensure can be found in the School of Education's section in this catalog.

PERFORMANCE (78 HOURS)

STUDENT LEARNING OUTCOMES

Students who graduate with a major in Music Performance will:

1. demonstrate technical proficiency in the chosen concentration that will enable a high level of artistic self-expression in both solo and ensemble performance;
2. demonstrate musical understanding based on knowledge of music fundamentals and historical styles and the ability to use this understanding in aural, verbal, and visual analyses;
3. develop skill in composition and improvisation; and
4. develop familiarity with technological resources so as to enhance research, composition, teaching, or performance.

COURSE REQUIREMENTS

MUSC 105, 106, 205, 206, 211, 247, 305, 306, 312, 325, 326, 405, 413, 446, 447, 453, and 454, MIBS 150 (40 hours)

MUSC 226 (hours counted in core)

Primary Applied (18 hours)

Performance Group (10 hours, with a minimum of one hour in a small ensemble)

Secondary Applied (4 hours):

For Piano: Organ (2 hours); Voice (2 hours)

For Organ, Instrumental, and Vocal: Piano (4 hours)

Required by Concentration (6 hours):

For Piano: MUSC 259, 426, and 455

For Organ: MUSC 259, 427, and 459

For Instrumental: MUSC 248 (Non-Band instrumentalist may substitute two additional semester hours of performance group.), 428, and 450

For Vocal: MUSC 257, 425, and 457

A minor is not required with this major.

SACRED MUSIC (77-79 HOURS)

STUDENT LEARNING OUTCOMES

Students who graduate with a major in Sacred Music will:

1. recognize the aesthetic principles found in sacred music used for worship and Christian education;
2. demonstrate a continuing interest in the areas of music performance, worship, leadership, choral and instrumental conducting, and required communication skills; and
3. evaluate independently and critically concerning music, theology, and church music issues and their interrelationships.

COURSE REQUIREMENTS

MUSC 105, 106, 205, 206, 245, 246, 247, 249, 257, 305 (or 405), 306, 325, 326, 347, 348, 446, 447, 465, 466, and 467, MIBS 150 (47 hours)

MUSC 226 (hours counted in core)

Primary Applied (12 hours)

Performance Group (9 hours, with a minimum of one hour in a small ensemble)

Secondary Applied (7-8 hours):

For Piano: Voice (5 hours); Organ (2 hours)

For Organ: Voice (5 hours); Piano (2)

For Instrumental: Voice (4 hours); Piano (4 hours)

For Vocal: Piano (4 hours); Applied electives or Performance Groups or a combination of the two (4 hours)

Required by Concentration (2-3 hours):

For Piano: MUSC 259 and 455

For Organ: MUSC 259 and 459

For Instrumental: MUSC 450

For Vocal: MUSC 457

A minor is not required with this major.

DEPARTMENT OF THEATRE ARTS (36 HOURS)

STUDENT LEARNING OUTCOMES

Students will:

Discuss the significant historical developments of the theater and important movements in dramatic literature;

Demonstrate fundamental skills in stagecraft and theater performance;

Create a theatrical event for a live audience that demonstrates a synthesis between theory and practice.

COURSE REQUIREMENTS

The Basic Core requirements must be satisfied. ENGL 101 and 102 are prerequisite to all major courses unless an exception is granted by the chair. Students must complete a 24 hour core and a 12 hour concentration. The core is comprised of the following courses:

THEA 203 (3hrs), 222, 330, 331, 381, 382, 430, and 434

The concentration must be selected from one of the following areas (the student may choose to combine concentrations):

PERFORMANCE (12 HOURS)

THEA 225, 325, 332, 435, 440, 441, 442, or 450

TECH/DESIGN (12 HOURS)

THEA 223, 225, 325, 390, 400, or 450

DEPARTMENT OF VISUAL ARTS

The Department offers two concentrations for Art majors matriculating in either of its degree programs. The Two Dimensional track includes the mediums of Drawing, Painting, Figure Drawing, and Printmaking. The Three Dimensional track emphasizes Ceramics and Sculpture. Courses comprising each concentration are as follows:

Two Dimensional: ART 322, 323, 341, 342, 362, 363, 382, 383, 460, 462, 484

Three Dimensional: ART 352, 353, 392, 393, 435, 455

All majors are required to exhibit during the senior year an exhibition of work that demonstrates a concentrated focus in technique, style, and content. A thesis defending the work and a presentation of the thesis before art faculty is required. Majors are required to engage in active exhibition of their work including exhibiting in annual student exhibits. The formulation of a slide portfolio, work portfolio, and resume are required. Exhibit requirements are detailed in the exhibition handout available to art majors from their advisor.

ART - BACHELOR OF ARTS (50 HOURS)

STUDENT LEARNING OUTCOMES

The student will:

demonstrate a broad base of technical proficiency in the studio arts and develop a high level of artistic expression; and
possess the necessary background in art history and understand the role of the artist in society.

COURSE REQUIREMENTS

The Basic Course requirements must be satisfied. ARTS 225 is suggested to meet the three hour requirement in the Dimensions of Self; it cannot be used to fulfill requirements for the major. Classes required for completing the major are as follows:

Academic: ARTS 120, 125, 410, 413, 424, and 426 in addition to one of the following: ARTS 140, 145, 305, or 416 (14 hours)

Foundation Studio: ARTS 200, 210, 220, 250, 260, 280, 290, and 341 (24 hours)

Level 300: 12 elective hours at or above the 300 level. Nine of these hours must be taken from one studio sequence.

The required minor may be selected from any offered by the University.

ART - BACHELOR OF FINE ARTS (67 HOURS)

STUDENT LEARNING OUTCOMES

The student will:

develop a portfolio suitable for making application to pursue further study at the graduate level;
demonstrate a high degree of technical proficiency and artistic expression in the chosen concentration; and
possess the necessary background in art history and understand the role of the artist in society.

COURSE REQUIREMENTS

The Basic Course requirements must be satisfied. Classes required for completing the major are as follows:

Art Academic: ARTS 120, 125, 410, 413, 424, and 426 in addition to two of the following: ARTS 140, 145, 305, or 416 (17 hours)

Foundation Studio: ARTS 200, 210, 220, 250, 260, 280, 290, and 341 (these must be completed prior to or concurrently with required 300 level courses) (24 hours)

Level 300: 24 elective hours at or above the 300 level. 15 of these hours must be taken from one studio concentration sequence and the remaining nine hours from outside of the concentration.

A minor is not required with this major.

ART - BACHELOR OF ART EDUCATION (79 HOURS)

STUDENT LEARNING OUTCOMES

The student will:

Demonstrate a broad base of technical proficiency in the studio.

Possess a broad art history background.

Understand the role of the artist in society.

Understand the role of the art educator in the community.

Advocate for art and art education in the schools and community.

COURSE REQUIREMENTS

The basis course requirements must be satisfied. ARTS 225 is suggested to meet the three hour requirement in the Dimensions of Self in the Core; it cannot be used to fulfill requirements for the major. Classes Required:

Academic: ARTS 120, 125, 410, 413, 424, and 426 in addition to one of the following: ARTS 140, 145, 305, or 416 (14 hours)

FOUNDATION STUDIO: ARTS 200, 210, 220, 250, 260, 280, and 290 (21 hours)

UPPER LEVEL STUDIO: 12 hours of upper level studio courses 300 or above. Nine of these hours must be taken from either two-dimensional or three dimensional studio sequence.

REQUIRED MINOR

Art Education Minor of Thirty Hours: EDUC 250, 350, 316; PSYC 303; ARTS 415; EDUC 450

SENIOR PROJECT

Art Education Majors must complete an exhibition of work that demonstrates a concentrated focus in technique, style and content. A thesis defending the work and a presentation of the thesis before the art faculty is required. The formulation of a slide portfolio, work portfolio of original images, and resume are required. Exhibit requirements are detailed in the exhibition handout available to art majors from their advisor and can be viewed online at the art website.

MINOR FIELDS OF STUDY DETAIL

ART HISTORY (18 HOURS)

ARTS 120 and 125 (6 hours)

ARTS 200 or 210 (3 hours)

ARTS 220, 250 or 290 (3 hours)

ARTS 140, 145, 305, or 416 (6 hours)

MUSIC (18 HOURS)

MUSC 105 and 106 (8 hours)

Four semesters of a major performing organization (4 hours)

Applied music (jury required) (6 hours)

At least four of the applied music hours must be in the same area of concentration. Recital attendance is required (one-half of the number of recitals required for music majors) during each semester in which applied music credit toward the minor is being earned (see departmental handbook).

STUDIO ARTS (18 HOURS)

ARTS 120 or 125 (3 hours)

ARTS 200 or 210 (3 hours)

ARTS 250 or 290 (3 hours)

ARTS 250, 260, 280, 290, 322, 341, 342, 352, 362, 382, or 392 (9 hours)

The minor in studio art requires the exhibit of a body of the strongest work that the student has produced during studio classes. Works to be exhibited must be approved by the art faculty one semester prior to the planned exhibit. The exhibit can be scheduled as soon as the minor is completed, or during the senior year, whichever comes first. Refer to exhibit requirements handout for art minors, available from faculty for required information and procedures.

THEATER ARTS (18 HOURS)

Any 18 hours of THEA courses

ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All students transferring under the Comprehensive Articulation Agreement and majoring in a field of study offered by the music division must complete MUSC 225 or 226 as part of the general education core curriculum.

Course Descriptions

Music Theory

103, 104 Basic Music Theory

1 semester hour each semester

Introduces basic skills of making music: pitch notation, scales, intervals, note values, time

signatures, meter, sight-singing, rhythmic drills, and rudimentary keyboard skills. Designed for those with little or no previous experience on a keyboard instrument or in music reading skills. 1-1-1, 1-1-1.

105, 106 Music Theory I and II

4 semester hours each semester

Introduces the elements of music, primary and secondary triads and seventh chords, four-part writing procedures with suitable ear training, sight-singing, and keyboard assignments. Covers various aspects of musical form, melody, rhythm, harmony, figured bass and music analysis. Students will also learn compositional and improvisational techniques. Computer interaction is required. 3-2-4, 3-2-4.

Prerequisite: MUSC 104 or successful completion of Music Theory Placement Exam.

205 Music Theory III

3 semester hours

The integrated study of chromatic harmony. A continuation of areas begun in first year theory with additional emphasis on analysis: sonata-allegro, rondo, and variation forms, and composition in smaller forms. Students will learn fundamentals of music technology. 2-3-3.

Prerequisite: MUSC 106.

206 Music Theory IV

3 semester hours

A survey of modern trends and thought from Romanticism to the present, including modulation to all keys and electronic music. Includes ear training, analysis, and composition in each style studied. 2-2-3. WCII.

Prerequisite: ENGL 102 (206 is a Writing Category II course) and MUSC 205.

305 Counterpoint

2 semester hours

An examination of linear writing and combination of contrapuntal voices in the Baroque period. Composition and analysis are required. Fall semester of even years. 2-0-2.

Prerequisite: Prerequisite: MUSC 205

306 Orchestration

2 semester hours

A basic course in writing and arranging for band and orchestral instruments. Includes a study of the characteristics of most woodwind, brass, string, and percussion instruments with an emphasis on problems for beginner and intermediate players; writing for various combinations of instruments in family and heterogeneous groups; score writing; and some insights into writing for full band and orchestra. Spring semester. 2-0-2.

Prerequisite: MUSC 205

307, 308 Composition I and II

3 semester hours each semester

Individual instruction in traditional and modern compositional techniques. Students will be required to create original compositions under the guidance of the instructor. When possible, performance of student compositions will be arranged.

Prerequisite: Prerequisite: MUSC 205. O-Tutorial-3; O-Tutorial-3.

405 FORM AND ANALYSIS

2 semester hours

A study of the forms of composition beginning with phrase and period and covering large forms such as rondo, sonata, concerto and fugue.

Prerequisite: MUSC 206. Fall semester of odd years 2-0-2.

491, 492 COMPOSITION III AND IV

3 semester hours each semester

Senior Composition project.

Prerequisite: MUSC 307, 308. 0-Preparation-3, 0-Preparation-3.

497 COMPOSITION PRESENTATION

1 semester hour

The student will explain and defend the senior composition project in a formal setting open to the academic community and the public. Public speaking component. 0-Tutorial-1.

Music History and Literature

225 MUSIC SURVEY

3 semester hours

A survey of music for the non-music major which includes a study of music elements, the development of music from the middle ages to the present day, and the listening and analysis of music literature appropriate to the period studied. Some concert attendance may be required. 3-0-3.

226 MUSIC LITERATURE

3 semester hours

Survey of music literature in various genres from the Baroque to the present, including listening, analysis, research, and class presentations. Offered in Spring semester. 3-0-3.

Prerequisite: Prerequisite: MUSC 205, or permission of instructor.

325, 326 MUSIC HISTORY I AND II

3 semester hours each semester

An introduction to non-Western music and a study of the history of Western music, from ancient Greek civilization to the present. 3-0-3, 3-0-3. WCII.

Prerequisite: ENGL 102 (325 is a Writing Category II course) and MUSC 226.

425 VOCAL LITERATURE

3 semester hours

A survey of art song literature from the late Renaissance to the present. Prerequisite: completion of at least 2 semester hours of applied voice at the 200 level. Offered as needed. 3-0-3.

426 PIANO LITERATURE

3 semester hours

A survey of solo and ensemble clavier/ piano literature from the Renaissance to the present. Offered as needed. 3-0-3.

Prerequisite: Completion of at least 2 semester hours of applied piano at the 200 level.

427 ORGAN LITERATURE

3 semester hours

A survey of organ literature from the Renaissance to the present. Prerequisite: completion of at least 2 semester hours of applied organ at the 200 level. Offered as needed. 3-0-3.

428 INSTRUMENTAL LITERATURE

3 semester hours

A survey of important solo and ensemble literature as well as method and etude books in the student's area of instrumental concentration. Prerequisite: completion of at least 2 semester hours of applied music on the student's instrument of concentration. Offered as needed. 3-0-3.

493, 494 TREATISE I AND II

3 semester hours each semester

Required for B.A. in Music, Treatise Option. 0-Preparation-3, 0-Preparation-3.

Music Education

149 GUITAR CLASS I

1 semester hour each semester

Group instruction for beginning and intermediate students of guitar. Emphasis is placed on learning guitar techniques while learning to read music, play simple melodies and chordal accompanying, including beginning guitar literature, popular, and worship music. 2-0-1.

150 GUITAR CLASS II

1 semester hour each semester

Group instruction for more advanced students of guitar in a small ensemble setting. Emphasis is placed on learning more advanced guitar techniques for the purpose of performing guitar literature, including popular and worship music. 2-0-1.

245 BRASS AND PERCUSSION CLASS

1 semester hour

Elementary instruction in the techniques of playing instruments in the brass and percussion families. Fall semester. 2-1-1.

246 STRINGS AND WOODWINDS CLASS

1 semester hour

Elementary instruction in the techniques of playing instruments in the string and woodwind families. Spring semester. 2-1-1.

247 CONDUCTING FUNDAMENTALS

1 semester hour

An introduction to the fundamentals of conducting. Prerequisites: MUSC 105-106 or equivalent. Spring semester. 1-1-1.

248 MARCHING BAND TECHNIQUES

1 semester hour

Marching styles, problems of teaching marching, plotting half-time shows, and instruction in contest and parade participation. Fall semester of even years. 1-0-1.

250 VOCAL TECHNIQUES CLASS

1 semester hour

The basics of correct vocal technique taught within a group-private lesson setting. Students learn correct vocal technique and have lab experience teaching beginning vocal techniques individually, in small groups, and in larger classes. This course is designed especially for the music education major with instrumental concentration, though others may enroll with permission of the instructor.

257 VOICE DICTION

2 semester hours

A guide to pronouncing the sounds of English, Latin, Italian, German, and French, with emphasis on English, and the written transcription of these languages utilizing General Phonetics and the International Phonetic Alphabet as they relate to the performance of vocal solo and choral music. Spring semester. 2-0-1.

259 ADVANCED PIANO SKILLS

1 semester hour

Group instruction in sight-reading, harmonization of melodies, transposition, playing by ear, open score reading, basso continuo realization, and improvisation. Fall of odd years. Approval of instructor is required before registering. 2-0-1.

347 ELEMENTARY MUSIC EDUCATION/CLASSROOM MANAGEMENT

3 semester hours

Materials and methods for music specialists. Teaching and supervision of music programs for elementary schools, based on developmental knowledge of music concepts through musical activities. Includes component on classroom management, designed to facilitate procedural and behavior management techniques. Fall semester. 3-0-3.

348 SECONDARY MUSIC EDUCATION/CLASSROOM MANAGEMENT

3 semester hours

Materials and methods for the development of music programs for junior and senior high schools, including discipline, curriculum, budgeting, techniques for general music; instrumental and vocal classes, and job facilitate procedural and behavior management techniques. Spring semester. 3-0-3.

349 INSTRUMENTAL METHODS AND LITERATURE

2 semester hours

The teaching and supervision of music as it relates to the junior and senior high school instrumental program. Included is preparation for contests and public performances, recruitment of instrumentalists, literature and pedagogical techniques for beginning instrumentalists. Spring semester of odd years. 2-0-2.

446 CHORAL CONDUCTING

1 semester hour

Conducting and choral rehearsal techniques appropriate to school and church choral groups, emphasizing student conducting experience. Fall semester. 1-1-1.

Prerequisite: MUSC 247.

447 INSTRUMENTAL CONDUCTING

1 semester hour

A study of instrumental conducting as it relates to the conducting of modern bands and orchestras, including history, technique (baton and instrumental), foreign terminology, score study and analysis. Spring semester. 1-1-1.

Prerequisite: MUSC 247.

450 INSTRUMENTAL PEDAGOGY

2 semester hours

The study of methods and materials appropriate for private and group instruction for the teaching of instrumental music from the beginner through adult learner including the history and development of instruments. 2-1-2.

455 PIANO PEDAGOGY

2 semester hours

Methods and materials appropriate for private and group instruction of children or adults from beginners to intermediate level. Each student will teach one beginning piano student under supervision. Fall semester of even years. 2-1/2-2.

457 VOCAL PEDAGOGY

2 semester hours

A study of methods and materials for the teaching of private and class voice. Supervision of class participants in required teaching of private voice lessons. Fall semester of even years. 2-1-2.

Prerequisite: Minimum 6 hrs. applied vocal study.

459 ORGAN PEDAGOGY

2 semester hours

A comprehensive survey of organ literature, the history of organ construction and development, and a study of the basic principles of private organ instruction. 2-0-2.

Prerequisite: Minimum 6 hours applied vocal study.

Sacred Music

465 HYMNOLOGY

3 semester hours

A study of church history and congregational worship music from A.D. 700 through the contemporary period. Offered in the fall of even years. 3-0-3.

Prerequisite: MUSC 106

466 CHURCH MUSIC ADMINISTRATION

3 semester hours

Practical study of organization and administration of a church music ministry emphasizing the minister of music's role as minister, church staff member, educator, promoter, and administrator. Offered in the fall of odd years. 3-0-3.

467 CHURCH MUSIC SEMINAR AND FIELD WORK

3 semester hours

Philosophy, observation and participation in the administration of a church music program. May be taken only after completing Music 466. Offered in the Spring of even years. 1-4-3.

Performance

211 SOPHOMORE QUALIFYING RECITAL

1 semester hour

Presentation of at least 20 minutes of music. Required of performance majors 0- performance-1.

312 JUNIOR RECITAL

2 semester hours

Presentation of at least 30 minutes of music. Required of performance majors. 0- performance-2.

413 SENIOR RECITAL

3 semester hours

Presentation of at least 55 minutes of music. Required of performance majors. 0- performance-3.

412 LIBERAL ARTS RECITAL

2 semester hours

Presentation of at least 30 minutes of music. Option for B.A. in Music.

453, 454 PERFORMANCE SEMINAR

1 semester hour each semester

Includes performance requirements, literature research and discussion, and writing of program notes. Offered as needed. 1-0-1.

Independent Study

495, 496 INDEPENDENT STUDY

1 semester hour

Supervised study program in a field of special interest.

Prerequisite: approval of department chair and instructor. 0-Independent Study-3, 0-Independent Study-3.

Major Performance Ensembles

170, 370 CONCERT CHOIR

0-1 semester hour

A mixed touring chorus of select voices determined by auditions held in the Spring of the preceding school year and the beginning of the Fall semester. Open to all students of the university. 0-4-1, 0-4-1.

175, 375 CHORALE

0-1 semester hour

A large choral group which prepares programs of sacred and secular music for presentation on campus. Open to all students of the university without audition. 0-2-1, 0-2-1.

178, 378 OPERA THEATRE

0-1 semester hour

Participation in operatic productions giving the singer an opportunity to perform roles in works ranging from chamber opera to standard operatic literature. Open to all students, the director's approval is required before registering. Offered Fall Semesters. 0- Production-1.

185, 385 SYMPHONIC BAND

0-1 semester hour

The Symphonic Band is the main instrumental (wind) ensemble of the university. Emphasis is on the performance of quality wind literature. This is the mandatory ensemble for instrumental music majors, but non-music major participation is encouraged. 0-2-1, 0-2-1.

186, 386 ORCHESTRA

0-1 semester hour

A semi-professional orchestra open to all students of the university as well as residents of the community by audition. The orchestra is a member of the League of American Orchestras. Instrumental music majors can receive their large ensemble credit through this ensemble, but non-music major participation is also encouraged. Approval of the director is required before registering. 0-2-1, 0-2-1.

Chamber Ensembles

130 VOCAL CHAMBER ENSEMBLE

0-1 semester hour

A small, elective ensemble for the performance of vocal literature from all style periods. Open to any major with permission of instructor. 0-1-1.

131 WOODWIND CHAMBER ENSEMBLE

0-1 semester hour

A small, elective ensemble for the performance of woodwind literature. Open to any major with permission of instructor. 0-1-1.

132 BRASS CHAMBER ENSEMBLE

0-1 semester hour

An elective chamber ensemble for the performance of brass literature. Open to any major with permission of instructor. 0-1-1.

133 STRINGS CHAMBER ENSEMBLE

0-1 semester hour

An elective chamber ensemble for the performance of strings literature. Open to any major with permission of instructor. 0-1-1.

134 PERCUSSION CHAMBER ENSEMBLE

0-1 semester hour

An elective chamber ensemble for the performance of percussion literature. Open to any major with permission of instructor. 0-1-1.

135 KEYBOARD CHAMBER ENSEMBLE

0-1 semester hour

An elective chamber ensemble for the performance of keyboard literature. Open to any major with permission of instructor. 0-1-1.

136 HANDBELL ENSEMBLE

0-1 semester hour

An elective ensemble for the performance of handbell literature. Open to experienced handbell players of any major with permission of instructor. 0-2-1.

137 JAZZ ENSEMBLE

0-1 semester hour

An elective chamber ensemble for the performance of jazz literature. Open to any student with permission of instructor. 0-2-1.

138 GUITAR ENSEMBLE

0-1 semester hour

A small ensemble dedicated to the performance of literature written for multiple guitars. Open to any major with permission from instructor.

139 PRAISE ENSEMBLE

0-1 semester hour

A small ensemble (9-12 students: 6 Vocalists plus Percussionists, Strings, Keyboard, and Instrumentals) which will afford students experience in organizing, planning, rehearsing, leading, and performing Praise Music within the church worship context. Standard and new arrangements may be utilized; some on and off campus performance opportunities may be required. Open to all students of the university with the permission of the instructor. 0-1-1.

187, 387 PEP BAND

0-1 semester hour each semester

The Pep Band serves the university community in a supportive capacity with responsibilities for fostering school spirit at athletic events. The Pep Band is open to all interested instrumentalists at the university. 0-2-1, 0-2-1.

188, 388 MARCHING BAND

0-1 semester hour each semester

The Marching Band serves the university community in a supportive capacity with responsibilities for fostering school spirit at football games and pep rallies. 0-3-1, 0-3-1.

400 SPECIAL TOPICS IN MUSIC

1-3 semester hours (variable)

Specialized study in selected areas of music. Course content will vary and will reflect current developments in music and respond to student interest and need.

Music Business

150 INTRODUCTION TO MUSIC TECHNOLOGY

3 semester hours

Theories, concepts, and terminology of music technology. Study of music notation and sequencing software. Physical / timbral characteristics of acoustic instruments. Technological models that imitate and expand acoustic characteristics. Basics of sound reinforcement systems, storage systems, analog and digital sound systems. Computer applications in sound synthesis, composition and research. 3-0-3.

410 MUSIC INDUSTRY SEMINAR

3 semester hours

This course is required for all Music Business Majors but is open to all students upon permission of instructor. Students gain a working knowledge of the music business. (Fee required to attend The League of American Symphony Orchestra Seminar in Arts Management, Fundraising, and Promotion) Overview of the music business including: Music Advertising, Music Promotion, Concert Promotion and Venue Management, Artist Management and Representation, Musician's Union, Web Design for Arts Organizations, Music Retailing, Music Marketing and Merchandising, online music publishing and aspects of Music Publishing, Job Opportunities in Music Business and Career Strategies, School of Performing and Visual Arts/124 American Symphony Orchestra League Seminar in Arts Management and Publicity, Kennedy Center Internship Opportunities, Internships in Music Business, Fundraising for Arts Organizations and non-profit, Grantwriting for arts organizations Offered as needed, but no more than once every other year. 3-0-3.

300 MUSIC INDUSTRY BUSINESS: BUSINESS AND ENTERTAINMENT LAW

3 semester hours

A study of the legal environments of business, with the study of entertainment law for the music industry business major. Topics which will supplement the existing BADM 300 curriculum will examine commercial law in the entertainment industry, legal restraints on entertainment, intellectual property in entertainment assets, contractual relations in the entertainment industry and other regulatory influences on entertainment, including licensing, taxation and for-profit vs. not-for-profit requirements. This covers all aspects of business law and is also specific for students interested in music business or other types of non-profit law. Fall Semester, offered as needed 3-0-3.

490 INTERNSHIP IN MUSIC BUSINESS

12 semester hours

Students will complete a 15-week Internship at a company in the music industry that offers a varied, practical, and challenging learning experience. The internship will be supervised by a highly-qualified sponsor from the company and the Director (advisor) of the Music Business

Program. A detailed Journal, as described in the course syllabus, under Obligations of the intern, is required. In addition, if the student does not satisfy the communications requirement with a COMM class, the student MUST present a lecture presentation of their journal following or at the end of their internship. The Internship experience is an important bridge between academic preparation and career development. At this point the student should have completed most required courses and is expected to have developed a mature knowledge, understanding and attitude regarding their choice of a career in music industry. It is the goal of the Gardner-Webb University Music Business Program to have all Seniors undertake an Internship at a professional firm involved in some facet of the music industry. Offered as needed beginning in fall 2005.

Prerequisite: Senior standing, Permission of Instructor.

Course Descriptions

Theatre Arts

100 ACTING I

3 semester hours

Integrated approach to acting, linking understanding with experiential knowledge of the fundamentals of acting. Speech, movement, expression, etc. are explored with significant emphasis on improvisation. 3-0-3.

101 ACTING II

3 semester hours

A continuation of Acting I with emphasis placed on realistic style.

Prerequisite: THEA 100

200 ACTING III

3 semester hours

A continuation of the skills and techniques introduced in Acting I and II. This course also includes extensive focus on script analysis, character development, and scene work.

Prerequisite: THEA 101

201 ACTING IV

3 semester hours

A laboratory course exploring styles of acting for traditional and nontraditional dramatic literature, including classical and neoclassical forms as well as Shakespeare.

Prerequisite: THEA 200

202 VOICE AND DICTION FOR THE STAGE

3 semester hours

An introduction to the International Phonetic Alphabet and dialects for the stage.

203 APPLIED THEATRE

1 semester hour

Participation in university theater production. 0-3-1.

205 SUMMER THEATRE WORKSHOP

3 semester hours

A practical workshop designed to immerse each student in all aspects of theatre production. The workshop concludes with at least one fully mounted production. Open to college and high school students. Dates announced each spring.

222 STAGECRAFT

3 semester hours

This course examines the production process through participating in set building, set load-in, running of the show, and post-mortem analysis. The course focuses on the various aspects of play production, including standard practices, terms, methodology, materials, scenic painting, and safety methods. This is a participation course.

225 BEGINNING STAGE MAKE-UP

3 semester hours

An introduction to facial structure, color theory, basic make-up techniques, character makeup, fantasy make-up, and application techniques. Intensive practical application. 3-3-3.

235 THEATRE SURVEY

3 semester hours

Encourages an appreciation and basic understanding of the world of live theatrical performance. The course focuses on the artistry and mechanics of producing the modern stage play. The knowledge, skills and talents necessary to succeed in the theater arts are studied. Attendance at live theater performances may be required. 3-0-3.

300 INTRODUCTION TO SCENE DESIGN

3 semester hours

This course introduces the fundamental elements of design for the stage, including spot, line, shape, and color while relating these to scenic design.

320 INTRODUCTION TO LIGHTING AND SOUND DESIGN

3 semester hours

This course introduces the student to the design process and the various tools with which a lighting and sound designer expresses these art forms. The course includes script analysis, basic drafting, the production of light plots, and an introduction to the intermediate technologies associated with successfully running lights and sound during a production.

332 STAGE COMBAT

3 semester hours

A laboratory course emphasizing the physical performance skills of stage combat, to include sword work, quarterstaff, and unarmed combat. Nationally recognized standards for safety are emphasized. 3-0-3.

Prerequisite: THEA 100

333 INTRODUCTION TO COSTUME DESIGN

3 semester hours

This course will explore the elements and principles of the design and construction of costuming for the stage. It will include script analysis, design research, renderings, and basic sewing techniques used when sewing costumes.

381 THEATRE HISTORY AND LITERATURE I

3 semester hours

This course surveys the history of Western theatre and dramatic literature from the beginnings of civilization through the Middle Ages and early Renaissance, as well as the origins of Eastern theatre, including China, Japan, and India. The primary objective of this course is to provide the

student with a broad-based knowledge of the traditions, personalities, literature, architectural features, and theatrical technology found in the history of these regions and to show how these elements interact with the political, social, economic, and religious forces of their respective periods.

Pre-requisite: junior standing or permission from instructor

382 THEATRE HISTORY AND LITERATURE II

3 semester hours

A survey of the history of the theatre and dramatic literature in Europe and America, beginning with Renaissance Italy, England France, and Spain, and continuing through the middle of the nineteenth century. The objective of the course is to provide the student with a broad-based knowledge of the traditions, personalities, literature, architectural features, and theatrical technology found in the history of these regions and to show how these elements interact with the political, social, economic, and religious forces of their respective periods.

Pre-requisite: junior standing or permission from instructor

383 THEATRE HISTORY AND LITERATURE III

3 semester hours

A study of the development of theatre history and dramatic literature from the late nineteenth century to the present, including Ibsen, Strindberg, Chekhov, and Shaw, and such contemporary playwrights as Suzan Lori-Parks and August Wilson. Major movements and trends of the last century will be explored, including realism, the avant-garde, and social drama. There will also be a strong focus on world drama, such as that of Europe, Africa, Ireland, and the East. The emphasis will be on reading and evaluating plays and playwrights within their cultural and historical contexts.

Pre-requisites: junior standing or permission from instructor

390 THEATRE MANAGEMENT

3 semester hours

Organizational structures and management principles for educational, professional, community and church-related theater programs with an emphasis on not-for-profit organizations. 3-0-3.

Prerequisite: Upper-level standing or permission of instructor.

400 SPECIAL TOPICS IN THEATRE

1-3 semester hours (variable)

Specialized study in selected areas of theater arts. Course content will vary and will reflect current developments in the theater and respond to student interest and need.

421 PLAYWRITING

3 semester hours

The purpose of this course is to introduce the student/writer to the details of writing for the stage and to provide a workable knowledge of the building blocks for constructing a play. Activities will include the reading of several "classic" one-act plays; the reading of various parts of a text on playwriting; character sketches and exercises in the writing of dialogue; developing a scenario; and a final project, the completion of a one-act play.

434 DIRECTING I

3 semester hours

Basic principles of directing a theatrical production including script analysis, blocking, auditioning, rehearsing and working with actors. Requires experience in at least one theatrical production. 3-0-3.

Prerequisite: THEA 203 or instructor approval.

435 DIRECTING II

3 semester hours

Students will receive hands-on training in directing their own productions. In addition to directing several scenes in class, students will cast and direct their own one-act play at the end of the semester. 3-1-3.

Prerequisite: THEA 434

442 ACTING FOR THE CAMERA

3 semester hours

An advanced course in acting designed to acquaint the student with changes in technique that are necessary for performance before the film or television camera with an emphasis on small scene performance. Students are afforded extensive scene work in front of the camera. 3-0-3.

Prerequisite: THEA 100, 101

493 INTERNSHIP IN THEATRE ARTS

3 semester hours

Course Descriptions

Visual Arts

120 ART HISTORY I

A study of prehistoric, non-western, and European art up to 1500 A.D. The course will be conducted through slide lecture presentation. Required for art major, art minor, art education. No prerequisite. 3-0-3.

125 ART HISTORY II

A study of global art from 1500 A.D to present. No prerequisite, however, ARTS 120 recommended to be taken first. 3-0-3.

140 19TH CENTURY ART HISTORY

The study of 19th century Western art from 1776-1900. Lecture and slide lecture on major artists, works of art and styles of art that shaped the period. Offered during the Fall of even years. No prerequisite. 3-0-3.

145 20TH CENTURY ART HISTORY

Survey of 20th century art and it's cultural context. Offered Spring of odd years. No prerequisite. 3-0-3.

200 TWO DIMENSIONAL DESIGN

Introduction to and application of the elements and principles of 2D design. Required for art majors, minors. No prerequisite, but this course serves as a prerequisite for all other 2D courses. (Lab fee \$50.00) 6-0-3.

210 DRAWING 1

Introduction to the fundamentals of drawing from direct observation. Required for art majors, minors. (Lab fee \$50.00) 6-0-3.

Prerequisite: ARTS 200.

220 THREE DIMENSIONAL DESIGN –DESIGN II

Application of the elements and principles of 3D design. Required for art majors, minors. No prerequisite. (Lab fee \$50.00) 6-0-3.

225 ART SURVEY

Introduction to the history of art with an emphasis on appreciation. 3-0-3.

250 CERAMICS 1

Emphasis in the processes and techniques of hand building in clay. Introduction to wheelthrowing, glazing and firing methods. No prerequisite, however ARTS 220 recommended to be taken first. (Lab fee \$50.00) 6-0-3.

260 PAINTING 1

Introduction to color theory and practical application. Instruction in techniques with acrylics with an emphasis on direct observation. (Lab fee \$50.00) 6-0-3.

Prerequisite: ARTS 200 or 210

280 SERIGRAPHY I

Printmaking 1 is an introductory course in technique and procedure of silkscreen printing. Techniques of paper stencil, crayon and tusche blockout, glue block, photo emulsion, as well as other methods will be covered. Emphasis will be on development of personal imagery, compositional development, and understanding of color. No Prerequisite. Art 210 or Art 200 recommended. (Lab fee \$50.00) 6-0-3.

290 SCULPTURE 1

Introduction to sculpture using additive and subtractive processes. (Lab fee \$50.00) 6-0-3.

Prerequisite: ARTS 220.

305 CHRISTIANITY AND ART

Survey of major religious art works, their meaning, and contemporary significance for the individual and the church. No prerequisite. 3-0-3. Offered Spring of even years.

306 AFRICAN AMERICAN ART

The study of African American art from the late 18th century to the present, concentrating on the 20th century. No prerequisite. 3-0-3

322 DRAWING II

Continued study in drawing with an emphasis on content and drawing from observation. (Lab fee \$50.00) 6-0-3.

Prerequisite: ARTS 210

323 DRAWING III

Development of an independent style in graphic media through continued studio practice. (Lab fee \$50.00) 6-0-3.

Prerequisite: ARTS 322

341 FIGURE DRAWING 1

Study of the figure through direct observation of the live model and master studies. (Lab fee \$50.00) 6-0-3.

Prerequisite: ARTS 200 or 210

342 FIGURE DRAWING II

Continued study of the figure through direct observation and a variety of media. (Lab fee \$50.00) 6-0-3.

Prerequisite: ARTS 341

343 FIGURE DRAWING III

Continued study of the figure. (Lab fee \$50.00) 6-0-3.

Prerequisite: ARTS 342

344 FIGURE DRAWING IV

Continued study of the figure. (Lab fee \$50.00) 6-0-3.

Prerequisite: ARTS 343

352 CERAMICS II

Emphasis in the processes and techniques of wheel throwing. Various glazing and firing methods including stoneware and Raku. (Lab fee \$50.00) 6-0-3.

Prerequisite: ARTS 250

353 CERAMICS III

Continued development of skills and content in ceramic work. Various firing methods linked to glaze development and image control are emphasized. (Lab fee \$50.00) 6-0-3.

Prerequisite: ARTS 352

354 CERAMICS IV GLAZE CALCULATION/KILN CONSTRUCTION

Advanced ceramic studio for the development of glazes and kiln construction. (Lab fee \$50.00) 6-0-3.

Prerequisite: ARTS 353

362 PAINTING II

Continued studies in painting. (Lab fee \$50.00) 6-0-3.

Prerequisite: ARTS 260

363 PAINTING III

Advanced study in painting. (Lab fee \$50.00) 6-0-3.

Prerequisite: ARTS 362

370 INTRODUCTION TO INTAGLIO

Arts 370 is the first class in metal plate etching and serves as introduction to the techniques, safety procedures, history and possibilities of creating images with this ancient art media. No prerequisites, ARTS 210 recommended. (Lab fee \$50.00) 6-0-3.

372 INTAGLIO II

Continued study of etching. (Lab fee \$50.00) 6-0-3

Prerequisite: ARTS 370

373 INTAGLIO III

Continued study of etching. (Lab fee \$50.00)

Prerequisite: ARTS 372

382 RELIEF PRINTMAKING I

Introduction to relief printmaking. (Lab fee \$50.00) 6-0-3.

Prerequisite: ARTS 200

384 RELIEF PRINTMAKING II

Continued study of relief printing. (Lab fee \$50) 6-0-3

Prerequisite: ARTS 382

386 RELIEF PRINTMAKING III

Continued study of relief printmaking. (Lab fee \$50) 6-0-3.

Prerequisite: ARTS 384

388 SERIGRAPHY II

Continued study of screen-printing. (Lab fee \$50) 6-0-3

Prerequisite: ARTS 280

389 SERIGRAPHY III

Advanced instruction in screen printing. (Lab fee \$50)

Prerequisite: ARTS 388

392 SCULPTURE II STONE CARVING

Introduction to stone carving. (Lab fee \$50.00) 6-0-3.

Prerequisite: ARTS 220

393 SCULPTURE III WELDED METAL SCULPTURE

Introduction to welded metal sculpture. (Lab fee \$50.00) 6-0-3.

Prerequisite: ARTS 220

410 SENIOR SEMINAR I

Preparation for the required senior thesis and portfolio. (Lab fee \$50) 2-0-2 Fall and Spring.

Prerequisite: senior standing

413 SENIOR SEMINAR II

Students will bring to a conclusion the senior thesis and portfolio. (Lab fee \$50) 1-0-1 Fall and

Spring.

Prerequisite: ARTS 410

415 ARTS EDUCATION

Methods and classroom management for K-12 including observation and lesson plan development. Admission to the Teacher Education Program is a required prerequisite before enrolling in ARTS 415. Lab fee required. 3-0-4

416 TOPICS IN ART HISTORY

Specific and focused study of one time period, style, movement, subject or geographical region of the world in relationship to art history. May be used for study abroad credit upon department approval. May be repeated for credit with change in topic and department approval. 3-0-3.

424 SENIOR EXHIBITIONS I

Students will learn how to photograph and prepare images for professional documentation. Required for all art majors. (Lab fee \$50) 2-0-1 Fall and Spring

Prerequisite: Senior standing - to be taken semester of senior show

426 SENIOR EXHIBITIONS II

Students mat, prepare, and hang the senior exhibition. (Lab fee \$50) 2-0-1 Fall and Spring.

Prerequisite: Senior standing - to be taken semester of senior show

435 TOPICS IN SCULPTURE

Specialized topics in sculpture. May be repeated for credit with change in topic and department approval. (Lab fee \$50.00) 6-0-3.

455 TOPICS IN CERAMICS

Specialized topics in ceramics. May be repeated for credit with change in topic and department approval. (Lab fee \$50.00) 6-0-3

460 TOPICS IN PAINTING

Specialized topics in painting. May be repeated for credit with change in topic and department approval. (Lab fee \$50.00) 6-0-3.

462 WATERCOLOR PAINTING

Introduction to watercolor painting, emphasizing the fundamentals of working with this medium.
(Lab fee \$50.00) 6-0-3.

Prerequisite: ARTS 200

484 TOPICS IN PRINTMAKING

Specialized study in printmaking. May be repeated for credit with change in topic and department approval. (Lab fee \$50.00) 6-0-3.

495 INDEPENDENT STUDY

Individual problems in art education, studio, and art history. Subject to approval of student advisor and supervising professor. 3-0-3.

496 INDEPENDENT STUDY

Individual problems in art education, studio, and art history. Subject to approval of student advisor and supervising professor. 3-0-3.

Department of Communication Studies and New Media

FACULTY

Chair: Associate Professor B. Carey

Professors: J. Lawrence, J. Webb

Assistant Professor: L. Luedeman, A. Bridges

MISSION STATEMENT

In support of the university mission, the Department of Communication Studies and New Media provides its graduates with a strong academic background in critical thinking and basic communication skills, along with extensive experienced-based preparation for work in media-related professions.

GOALS

To enable its graduates to:

1. demonstrate an understanding, sensitivity and competence in matters of human exchange;
2. demonstrate competence, knowledge and skills in the application of the principles of effective communication;

3. demonstrate practical entry-level skills appropriate to the communication industry;
4. apply the knowledge and skills learned toward making meaningful contributions to the global community in which we live.

STUDENT LEARNING OUTCOMES

Student learning outcomes specific to each major offered by the department are described in the appropriate sections that follow.

MAJOR FIELDS OF STUDY

The department offers two majors leading to the Bachelor of Arts degree:

Communication Studies

Journalism

MINOR FIELDS OF STUDY

Communication Studies

Journalism

MAJOR FIELDS OF STUDY DETAIL

NOTE: The Department of Communication Studies and New Media requires all majors and minors to purchase an Apple iPad. The iPad will be utilized in courses and students should have them before beginning their first course. The minimum requirement for the iPad is listed on the department web page. Additionally, the Department of Communication Studies and New Media uses the Apple Mac platform in the computer lab and for teaching production-based courses. All department coursework will be taught using software designed for the Mac. In the communication industry, it is the standard computer platform, especially in graphics, photography and video. Students, who major in Communication Studies, are encouraged to consider purchasing a Mac for their personal computer use. For computer recommendations, please see a Communication Studies and New Media faculty member. All students must purchase a 500GB or larger hard drive for production coursework. This allows students to protect their work from accidental loss in the computer lab and will allow them to accumulate work that can be used in their portfolio.

MINOR REQUIREMENTS: Students majoring in Journalism are required to complete any minor offered by the University. They may complete a minor in English by taking an additional 15 hours in the department of English, including English Literature 211, 212, 231, 232, 251. In lieu of an out-of-department minor, Journalism students may elect to minor in a discipline offered within the department: Graphic Design, Photography, Public Relations, or Video & Film. When the minor is to be taken within the department, courses comprising the minor should be selected in consultation with the student's major advisor.

COMMUNICATION STUDIES (39 HOURS)

STUDENT LEARNING OUTCOMES

Students will:

1. Demonstrate an understanding and appreciation of audio, written and visual communication;
2. Demonstrate an understanding of the theoretical foundations of Communication;
3. Demonstrate an understanding of the legal and ethical foundations of Communication;
4. Demonstrate adequate entry-level professional skills in the chosen area of concentration;

COURSE REQUIREMENTS

The Basic Core requirements must be satisfied. ENGL 101 and 102 are prerequisite to all major courses unless an exception is granted by the chair. Students must complete a 15 hour core and a 24 hour concentration. The core is comprised of the following courses:

COMM 220 (prerequisite for all courses), 310, 320, 380, and 480

The concentration must be selected from one of the following areas (HONR 400 and/or HONR 401 may be used to fulfill three hours of the concentration requirement):

GRAPHIC DESIGN (24 HOURS)

COMM 255, 370, 451, 470, 472, 479 (18 hours)

COMM 491 (3 hours)

JOUR 375 (3 hours)

PHOTOGRAPHY (24 HOURS)

COMM 255, 256, 351, 370, 459 and 491 (18 hours)

Two electives from the following: COMM 451, COMM 472, JOUR 355, or JOUR 375 (6 hours)

PUBLIC RELATIONS (24 HOURS)

COMM 313, 314, 315, 370, 449, 491 (18 hours)

MRKT 300 (3 hours)

JOUR 375 (3 hours)

One elective from the following: COMM 233, COMM 235, BADM 325, or MRKT 304 (3 hours)

NOTE: BADM 325 and COMM 233 may not be applied to the concentration if used to meet the university's basic core requirements.

VIDEO AND FILM (24 HOURS)

COMM 238, 342, 360, 370, 460, and 469 (18 hours)

COMM 491 (3 hours)

Any COMM elective (3 hours)

Internships associated with the above concentrations consist of a minimum 180 hours of off-campus, professionally supervised work. Typically, internships are completed in businesses, government agencies or offices, radio and television stations, networks, cable companies, newspapers, photography studios, Internet service providers or other professional organizations as appropriate to the student's academic and career goals approved in advance by the chair. Students are expected to apply for and acquire their own internship placement. Students may and are encouraged to take two internships towards their degree requirements.

JOURNALISM (39 HOURS)

STUDENT LEARNING OUTCOMES

Students will demonstrate:

1. an understanding of the social responsibilities of a free press;
2. a full range of writing and editing processes and apply those skills in both print and non-print media; and
3. practical skills in information gathering and reporting by covering special events and designated news beats.

COURSE REQUIREMENTS

The Basic Core requirements must be satisfied. ENGL 101 and 102 are prerequisite to all major courses unless an exception is granted by the chair. Students must complete a 15 hour core and a 24 hour concentration. The core is comprised of the following courses:

COMM 220 (prerequisite for all courses), 310, 320, 380, and 480

The concentration must be selected from one of the following areas (HONR 400 and/or HONR 401 may be used to fulfill three hours of the concentration requirement):

BROADCAST JOURNALISM (24 HOURS)

COMM 238, 360, 370, and 460 (12 hours)

JOUR 317 and 491 (6 hours)

Two electives from the following: COMM 342, 469, or JOUR 400 (6 hours)

NEWS EDITORIAL (24 HOURS)

JOUR 201, 317, 318, and 491 (12 hours) NOTE: JOUR 201 is a one-hour course. The student may enroll in this course as often as is desired. However, no more than three semester hours

may be applied toward the concentration.

COMM 370 (3 hours)

ENGL 409 (3 hours)

Two electives from the following: COMM 255, JOUR 303, 375, or 403 (a minimum of 6 hours)

PHOTOJOURNALISM (24 HOURS)

COMM 255, 256, 360, and 370 (12 hours)

JOUR 355, 450, 459, and 491 (12 hours)

Internships associated with the above concentrations consist of a minimum 180 hours of off-campus, professionally supervised work. Typically, internships are completed in businesses, government agencies or offices, radio and television stations, networks, cable companies, newspapers, photography studios, Internet service providers or other professional organizations as appropriate to the student's academic and career goals approved in advance by the chair. Students are expected to apply for and acquire their own internship placement. Students may and are encouraged to take two internships towards their degree requirements.

MINOR FIELDS OF STUDY DETAILS

COMMUNICATION STUDIES (18 HOURS)

COMM 220, 310, 480 and 9 hours of COMM electives

JOURNALISM (18 HOURS)

COMM 220, 310, 480, and 9 hours of JOUR electives

Course Descriptions

Communications Studies (COMM)

220 DIGITAL MEDIA CONVERGENCE

3 semester hours

Media convergence is the use of multiple mediums to create new media. This course teaches the basics of visual literacy, digital photography, digital audio, digital video, and design. Students learn how these basics combine to produce a multi-media production. NOTE: This course is the prerequisite for all production classes. (Lab Fee.) 3-3-3.

230 TECHNOLOGY AND AMERICAN SOCIETY

3 semester hours

Surveys the evolution of communication and information technology from Gutenberg to the Information Superhighway. Special emphasis is placed on the historical development of

communication media and their influence on society and culture as well as business, economic and political systems in the western world. 3-0-3.

233 SPEECH

3 semester hours

Instruction in the art of public speaking including creation of material, safe physical preparation and long term care of the student's voice. This is an activity course, which emphasizes performance. 3-0-3.

235 DEBATE

1 semester hour

Not restricted to communication majors. Training and practice in the principles of college debate. Intercollegiate competition. 0-1-1.

238 ANNOUNCING

3 semester hours

Emphasizes vocal performance skills essential to successful communication through electronic media. Looks into ways of conveying mood and message content effectively. Includes Guidelines for proper pronunciation, articulation, voice quality and English usage. Also covers working with cameras in specialized announcing situations encountered in the broadcasting industry. (Lab fee) 3-1-3.

255 PHOTOGRAPHY

3 semester hours

Introduction to basic photography skills, including composition and techniques. Student must provide his/her own digital media and photographic printing papers. (Additional cost & Lab Fee.) Concurrent participation in newspaper staff is highly recommended. 3-2-3.

Prerequisite: COMM 220 or permission of instructor.

256 INTERMEDIATE PHOTOGRAPHY

3 semester hours

More advanced photographic work in the studio and in available light conditions. Black and white and color photography is used to communicate ideas and concepts visually. Intermediate Photography is the second in a series of pure photography classes designed to prepare the student for work in the photographic industry, the formal studio, the Department of Communication Studies/138 graphics design arena and as a freelance photographer or photojournalist. Students must provide their own SLR camera and flash with pivoting head, as

well as film and paper. (Additional cost & Lab Fee.) 3-3-3.

Prerequisite: COMM 255

270 INTERNET SURVEY

3 semester hours

An introduction to the variety of services and resources provided by the Internet. The use of the worldwide web as a research tool is emphasized. 3-1-3.

285 COMMUNICATION IN SPORT

3 semester hours

An examination of the interrelationship and symbiotic relationship between sports and media in today's society. This course will utilize various broadcast, print, and electronic media to examine how they are vital to the success of the sport organization and how they shape and reinforce cultural values. Cross-listed with SPMG 285. (Lab fee) 3-0-3.

310 TECHNIQUES OF MEDIA WRITING

3 semester hours

The study and practice of writing for the media. Provides experience in writing for newspapers, corporate publications, television, radio, film, and the Internet. 3-0-3. WC-II

313 PRINCIPLES OF PUBLIC RELATIONS

3 semester hours

An examination of theory, procedure and Practice in public relations. Surveys the duties of the PR practitioner. Provides an overview of campaign design, fund raising, budgeting, issues management, contingency planning, problem analysis and use of research tools. Emphasis is on the professional practices and ethical standards important to effective communication within organizations and between organizations and their publics. 3-0-3.

Prerequisite: COMM 220 or permission of instructor.

314 PUBLIC RELATIONS COPY WRITING

3 semester hours

Fundamentals of public relations writing including preparation of press releases and backgrounders, brochures and flyers, newsletters, press kits and news releases, institutional advertising copy, executive speeches and annual reports. Emphasis is on the basics of grammar, style and format.(Lab fee) 3-0-3.

Prerequisite: COMM 220 and COMM 310

315 PUBLIC RELATIONS TECHNIQUES

3 semester hours

Techniques and skills used in preparing public relations packages for print and electronic media. This course develops a framework for understanding how the various tasks and concepts used in public relations work comes together to shape a campaign that is based in theory. (Lab fee) 3-0-3.

Prerequisite: COMM 313

320 MEDIA OPERATIONS AND MANAGEMENT

3 semester hours

An overview of media operations, management and personnel. Introduces the basic aspects of media from the early years to the present. Introduction to public relations, advertising, marketing and sales in the media. 3-0-3.

342 AUDIO PRODUCTION

3 semester hours

Recording techniques, advertising design and spot production. Includes work in vocal delivery, microphone technique, and digital multi-track recording and mixing for audio and video post-production. (Lab fee) 3-1-3.

Prerequisite: COMM220 or permission of instructor.

350 FILM LITERATURE AND CRITICISM

3 semester hours

An overview of the history of cinema and the development of film conventions in visual communication. Looks at film as an art form and a social force. 3-0-3.

351 COMMERCIAL PHOTOGRAPHY

3 semester hours

Provides photographic experience representative of that typical in professional commercial still photography. Techniques, assignments, expectations, working conditions, types of photographic products, studio procedures, and the marketing and management of the commercial studio will be covered. Commercial photographic techniques will be applied in practical assignments. (Additional cost & Lab Fee.) 3-3-3.

Prerequisite: COMM 255, COMM 256

359 TOPICS IN FILM

1 semester hour

Analysis and discussion of the cinema. Topics will be determined by the films screened at the campus film festival. (Also offered as ENGL 379). 0-2-1.

360 INTRO TO DIGITAL VIDEO & NONLINEAR EDITING

3 semester hours

A basic course in digital videography and Nonlinear computer-based video editing that introduces students to the most basic skills and techniques of ENG field production using digital technology. (Lab Fee) 3-1-3.

Prerequisite: COMM220 or permission of instructor.

370 INTRODUCTION TO COMPUTER GRAPHICS

3 semester hours

An introduction to computer illustration, image scanning, photographic digitizing, and layout design basics through the use of several current software packages. The use of the computer as a presentation organizer and primary presentation tool is also covered. (Lab Fee) 3-2-3.

Prerequisite: COMM 220 or permission of instructor.

379 INTERNET SEMINAR

1 semester hour

Advanced work with the Internet in selected areas of research, interpersonal communication, data storage and retrieval and multimedia applications.

380 COMMUNICATION THEORY

3 semester hours

A detailed treatment of the factors involved in the exchange of ideas and information; emphasis upon philosophical bases, types of media, and research techniques. 3-0-3. WC-II

Prerequisite: ENGL 102

400 SPECIAL TOPICS IN COMMUNICATION

1-3 semester hours (variable)

Specialized study in selected areas of the communication industry. Course content will vary and

will reflect current developments in the industry and respond to student interest and need.

401 STUDENT RADIO STAFF

1 semester hour

Practical experience and instruction in all phases of radio station operations through the facilities of WGWG-FM, the university's radio station. Hands-on opportunities are available in audio production, air-shift performance, and management procedures. 0-3-1.

Prerequisite: COMM 238, COMM 320 and COMM 342 or permission of instructor.

402 STUDENT TELEVISION STAFF

1 semester hour

Practical experience and instruction in writing, producing and editing television programming for cable distribution. 0-3-1.

Prerequisite: COMM 238 and COMM 360 or permission of instructor.

449 PUBLIC RELATIONS PORTFOLIO

3 semester hours

An opportunity for the student to develop the public relations portfolio. Body of work will encompass wide range of sample projects and areas of experience and expertise. (Additional cost and Lab Fee) 3-3-3.

Prerequisite: COMM 313, 314, and 315 or consent of instructor.

451 IMAGING TECHNOLOGIES

3 semester hours

Image manipulation in black and white and color from original digital sources and scanned negatives. Image work is designed to achieve visual objectives. Techniques learned apply to the portrait studio, publishing and the Internet. (Additional cost & Lab Fee) 3-3-3.

Prerequisite: COMM 370

459 PORTFOLIO

3 semester hours

An opportunity for the student to develop the photographic portfolio. Body of work should focus on the student's area of interest, e.g., portraiture, product photography, photojournalism, landscape or photographic art. (Additional cost & Lab Fee) 3-3-3.

Prerequisite: COMM 255, 256, 351 or consent of instructor.

460 INTER. DIGITAL VIDEO & NONLINEAR EDITING

3 semester hours

A more advanced course in digital videography and nonlinear computer-based video editing in which students produce longer news, feature and/or dramatic projects. (Lab Fee) 3-1-3.

Prerequisite: COMM 360 or equivalent.

469 VIDEO AND FILM PORTFOLIO

3 semester hours

An opportunity for the student to develop the video and film portfolio. Body of work will encompass long-form program genres such as documentaries and movies. (Lab Fee) 3-2-3.

Prerequisite: COMM360 and COMM 460 or equivalent.

470 ADVANCED COMPUTER GRAPHICS

3 semester hours

Advanced work in Adobe Photoshop and other applications used in publication preparation and multimedia design. (Lab Fee) 3-2-3.

Prerequisite: COMM 370

WEB PUBLISHING

3 semester hours

Application of graphic, illustration, Photographic, and word processing programs in production of web pages on the Internet. HTML code and JAVA script is introduced. Emphasis is placed on visual design, message effectiveness, and site efficiency. Each student will produce his or her own web pages. (Lab Fee) 3-1-3.

Prerequisite: COMM 370

479 GRAPHIC DESIGN PORTFOLIO

3 semester hours

An opportunity for the student to develop the graphic design portfolio. Body of work will encompass wide range of sample projects and areas of experience and expertise. (Additional cost and Lab Fee) 3-3-3.

Prerequisite: COMM 370, 470, and 472 or consent of instructor.

480 LEGAL AND ETHICAL ISSUES IN MASS MEDIA

3 semester hours

Theory and practice of media law with discussion of related contemporary ethical issues. Particular attention will be paid to ways the emergence of the world-wide-web is challenging traditional solutions to communication problems. 3-0-3.

490 INDEPENDENT STUDY

1-3 semester hours (variable)

Supervised study and/or advanced hands-on development of skills and techniques in one of many disciplines offered in Communication Studies.

Prerequisite: (1) Completion of course sequence in area of interest; (2) approval of instructor and department chair.

491 AND 493 INTERNSHIPS

3 semester hours

491 is for the first internship experience and 493 is for the second internship experience.

Journalism

STUDENT NEWSPAPER STAFF

1 semester hour

Experience and instruction in all phases of the production of the Gardner-Webb University student newspaper, The Pilot. 1-1-1.

202 STUDENT PHOTO STAFF

1 semester hour

Experience and instruction in all phases of photojournalism. Students will work for student publications, University Public Relations, and Sports Information. 1-1-1.

Prerequisite: Consent of instructor.

211 STUDENT YEARBOOK STAFF

1 semester hour

Experience and instruction in all phases of the production of the Gardner-Webb University student yearbook. 1-1-1.

303 NEWSPAPER EDITORIAL STAFF I

1 semester hour

Instruction and hands-on experience in the editing and pre-press production of the Gardner Webb University student newspaper, The Pilot. This class is for section editors and will introduce them to the basics of editing the student newspaper. 1-2-1.

Prerequisite: JOUR 201 and JOUR 318 or permission of instructor. May be taken twice as elective credit.

317 REPORTING

3 semester hours

Introduction to basic journalistic skills with emphasis on methodology in interviewing, computer assisted research, writing and reporting the news. Concurrent participation in newspaper highly recommended. 3-0-3.

318 EDITING

3 semester hours

Advanced journalistic skills with emphasis on the methodology of editing copy for a variety of media. 3-0-3.

Prerequisite: JOUR 317 or permission of instructor.

355 PHOTOJOURNALISM

3 semester hours

Editorial photography and the challenges of available light conditions are emphasized. Ethics and law central to a photojournalist's activities are also covered. Concurrent participation in newspaper staff is highly recommended. (Additional cost & Lab fee) 3-2-3.

Prerequisite: COMM 255 or permission of instructor.

GRAPHIC DESIGN AND PUBLICATION

3 semester hours

Publication practices and design principles common among the electronic and print media, including the Internet, magazines, newspapers, and desktop publishers. Includes the application of computer design and layout systems and software. 3-1-3. (Lab fee)

Prerequisite: COMM 370

403 NEWSPAPER EDITORIAL STAFF II

2 semester hours

Advanced experience in editing and pre-press production of the Gardner-Webb University student newspaper, The Pilot. This class is for senior editors and will immerse them in the procedures of the Quark Publishing System allowing them to plan, edit, design and manage the student newspaper. 2-4-2.

Prerequisite: JOUR 201, JOUR 318, and JOUR 303 and permission of instructor. May be taken twice as elective credit.

450 DOCUMENTARY PHOTOGRAPHY

3 semester hours

Advanced work in photojournalism. Includes in-depth photo story development and photo editing. This course is designed to assist the student in preparing for their portfolio class and obtaining a position as a photojournalist. (Additional cost & Lab Fee) 3-3-3.

Prerequisite: JOUR 355 or consent of instructor.

459 PORTFOLIO

3 semester hours

An opportunity for the student to develop the photographic portfolio. Body of work should focus on the student's area of interest, e.g., portraiture, product photography, photojournalism, landscape or photographic art. (Additional cost & Lab Fee) 3-3-3.

Prerequisite: JOUR 355 or consent of instructor.

491 INTERNSHIP IN JOURNALISM

3 semester hours

Department of English Language and Literature

FACULTY

Chair: Professor D. Parker

Professors: F. Bonner, J. Land, J. Hobbs, C. Davis

Associate Professors: S. Hartman, N. Bottoms

Assistant Professors: C. Duffus, S. Stuart, J. Buckner, K. Randle

Instructors: A. Nance, J. Adams

MISSION STATEMENT

The mission of the Department of English Language and Literature is to foster meaningful intellectual thought, critical analysis, and spiritual challenge through the study of composition and rhetoric, literature, creative writing, and linguistics.

GOALS

To enable students to:

1. develop intellectually,
2. think, read, and write independently and critically, and
3. communicate effectively

STUDENT LEARNING OUTCOMES

1. Communicate and compose effectively;
2. Demonstrate effective processes for reading a wide variety of texts;
3. Interpret and analyze literature and position texts in their historical and social contexts;
4. Demonstrate information literacy skills by defining and articulating the need for information, accessing needed information effectively and efficiently, evaluating information and its sources critically, and using information ethically and legally to accomplish a specific purpose;
5. Demonstrate effective navigation skills in a variety of rhetorical contexts;
6. Analyze the purposes of language in various contexts and forms: reading, writing, speaking, listening, and viewing;
7. Demonstrate fluency with digital technologies;
8. Be well prepared for further study and a variety of professional careers.

In addition to the above, students majoring in English with Teacher Licensure will:

1. Construct philosophical frameworks and pedagogical practices that acknowledge the complexities of literacy in the twenty-first century;
2. Demonstrate the knowledge and use of the function, the influence, and the diversity of language;
3. Demonstrate a commitment to reflective practices and lifelong professional learning.

MAJOR FIELDS OF STUDY

The department offers two majors leading to the Bachelor of Arts degree:

English

English with Teacher Licensure

MINOR FIELDS OF STUDY

English

Writing

MAJOR FIELDS OF STUDY DETAIL

ENGLISH (36 HOURS)

The Basic Course requirements must be satisfied. No more than nine hours of ENGL 200-level literature survey courses may be counted toward the major. All majors must participate in an exit interview during their last semester of English classes. The optional minor may be selected from any offered by the University. The student must select one of the following two options of emphasis:

PRE-PROFESSIONAL

Classes required for completing this emphasis are as follows:

ENGL 201, 391, 471, and 491 (7 hours)

A minimum of one course from each of the five literature groups (15 hours)

ENGL electives (at least one American, one British, and one world literature course must be included in the 300/400-level course selections) (14 hours)

WRITING

Students choosing this option within the major will select one of three tracks of concentration. In each, the workshop paper should focus on some aspect of the craft of writing.

GENERAL WRITING

Classes required for completing this track are as follows:

ENGL 201, 301, 391, 491, 493, and 494 (11 hours)

ENGL 204, JOUR 201, or JOUR 303 (1 hour)

ENGL 203, 303, 305, 306, 309, 409, or COMM 310 (9 hours)

Any ENGL literature electives (15 hours)

PROFESSIONAL WRITING

Classes required for completing this track are as follows:

ENGL 201, 203, 301, 303, 391, 409, 491, 493, and 494 (20 hours)

ENGL 204, JOUR 201, or JOUR 303 (1 hour)

Any ENGL literature electives (15 hours)

CREATIVE WRITING

Classes required for completing this track are as follows:

ENGL 201, 204, 301, 305, 306, 309, 391, 471, 491, and 494 (21 hours)

Any ENGL literature electives (15 hours)

ENGLISH WITH TEACHER LICENSURE (37 HOURS)

The General Education requirements must be satisfied. The workshop paper should focus on an area useful to one enter the teaching profession.

Classes required for completing the major are as follows:

ENGL 201, 363, 364, 391, 413, 471, 475, 483, and 491 (22 hours)

One course from the literature groupings: A1, A2, B2, W1 (251, 252, or 354) and W2 (356, 357, or 359). (15 hours. One 3-hour General Education literature survey may satisfy group requirement but not count toward hours in the major.)

The candidate must also complete the Professional Education minor consisting of EDUC 250, 350, 450; ENGL 481; and PSYC 303. No grade lower than a 2.0 may be counted toward meeting a statemandated competency.

NOTE: Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted to the Teacher Education Program. All candidates must be fully admitted into and remain qualified for the Teacher Education Program a minimum of one full semester prior to the semester in which they student teach. For a candidate planning to student teach during the fall semester, admission into teacher education must occur by the end of the previous fall semester; for a candidate planning to student teach during the spring semester, admission to the program must occur by the end of the previous spring semester. Summer sessions do not count as a semester.

ENGLISH AS A SECOND MAJOR

Anyone declaring English as a secondary major must complete any 30 hours of English courses beyond the core. These students should seek out a secondary advisor in the English Department to help them make course selections that will best meet their needs.

MINOR FIELDS OF STUDY DETAIL

ENGLISH (15 HOURS)

Any ENGL electives beyond the core requirements. No more than three hours of ENGL 200-level literature survey courses may be utilized.

WRITING (15 HOURS)

ENGL 301 and 12 hours selected from the following: ENGL 201, 203, 303, 305, 306, 309, or 409.

ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All students transferring under the Comprehensive Articulation Agreement must complete ENGL 101 and 102; HIST 101 and 102; and a foreign language through the Intermediate I level (201).

LITERATURE COURSE GROUPINGS:

A1 - EARLY AMERICAN LITERATURE

231 American Literature Survey I

333 Foundations of American Culture

A2 - LATE 19TH CENTURY THROUGH MODERN AMERICAN LITERATURE

232 American Literature Survey II

331 Modern British and American Literature

475 Young Adult Literature

A1 or A2 (Depending on Class Focus in a Particular Semester)

335 Faces of Southern Literature

339 Topics in American Literature

373 Studies in Folklore

377 Studies in the American Novel

431 Seminar in American Literature

434 African American Literature

B1 - BRITISH LITERATURE THROUGH THE RESTORATION AND 18TH CENTURY

211 British Literature Survey I

311 Medieval British Literature

312 British Literature from 1550 to 1660

314 Restoration and Eighteenth Century British Literature

413 Shakespeare

B2 - BRITISH LITERATURE FROM THE LATE 18TH CENTURY THROUGH THE MODERN PERIOD

212 British Literature Survey II

315 British Romanticism

316 Victorian Literature

331 Modern British and American Literature

B1 or B2 (Depending on Class Focus in a Particular Semester)

375 Studies in the British Novel

411 Seminar in British Literature

WORLD LITERATURE

251 World Literature Survey I

252 World Literature Survey II

354 Mythology

356 Postcolonial Literature

359 Topics in World Literature

Course Descriptions

CRITICAL LITERACY (CRLT)

101 CRITICAL LITERACY

4 semester hours

A critical examination of language integrating reading and writing. Developing the ability to become rhetorically aware of the complexity of language by reading and analyzing challenging texts and writing informed responses. CRLT 101L is a required lab where application of course strategies are explored through discussion seminars and writing workshops. Students may not take CRLT 101 for credit if they already have credit for ENGL 101 or 102. 3-1-4 (Fall, Spring)

English (ENGL)

101 COMPOSITION I

3 semester hours

Introduction to expository writing by process method. Grammar and mechanics as needed. Selected readings. 3-0-3. (Fall, Spring)

102 COMPOSITION II

3 semester hours

Continuation of process writing with emphasis on argumentation, critiquing, essay examinations and research skills. Analysis of literary and non-literary texts. Prerequisite: English 101. 3-0-3. (Fall, Spring)

201 INTRODUCTION TO ENGLISH STUDIES

1 semester hour

An introduction to the many facets of English study, including research and writing methodologies, a working vocabulary of literary terms, stylistics and mechanics, the nature of the discipline, and career options. Required for all English majors; recommended for minors and students contemplating an English major or minor. Should be taken as soon as it is offered upon declaring the major or minor. (Spring, Fall)

Prerequisite: English 102 1-0-1.

203 NEWSWRITING

3 semester hours

Fundamentals of gathering and writing the news. Topics will include news values, writing leads,

story structure, conducting and using interviews, story types, effective journalistic style, and copy editing using the Associated Press stylebook. Enrolled students will be contributing writers for the campus newspaper. 3-0-3. (Fall)

Prerequisite: English 102

204 LITERARY MAGAZINE STAFF

1 semester hour

Experience and instruction in the editing and design of literary magazines, focused on the production of the Gardner-Webb University literary magazine, Broad River Review. 0-2-1. (Fall, Spring)

Prerequisite: English 102.

211 BRITISH LITERATURE SURVEY I

3 semester hours

Representative writers from the beginnings through the eighteenth century. 3-0-3. (Fall, Spring)

Prerequisite: English 102

212 BRITISH LITERATURE SURVEY II

3 semester hours

Representative writers from the late eighteenth century to the present. 3-0-3. (Fall, Spring)

Prerequisite: English 102

231 AMERICAN LITERATURE SURVEY I

3 semester hours

Representative writers from the Colonial period to Whitman. 3-0-3. (Fall, Spring)

Prerequisite: English 102.

232 AMERICAN LITERATURE SURVEY II

3 semester hours

Representative writers from Walt Whitman to the present. 3-0-3. (Fall, Spring)

Prerequisite: English 102

251 WORLD LITERATURE SURVEY I

3 semester hours

Literature from ancient times through the 16th century in Western and non-Western cultures, excluding British and American. 3-0-3. (Fall, Spring)

Prerequisite: English 102.

252 WORLD LITERATURE SURVEY II

3 semester hours

This course is the second of the World Literature survey courses, which covers material from 1650 through contemporary literatures. Selected works of literature from the Middle East, Europe, Latin America, Africa, India, Asia, the Pacific Islands and Indigenous Peoples with emphasis on non-European literatures. This course excludes literature from the United States and England. 3-0-3. (Fall, Spring)

Prerequisite: English 102.

270 RHETORIC

3 semester hours

Development of skill in rhetoric, the ancient art or discipline that deals with the use of discourse to inform or persuade or motivate an audience. 3-0-3. (Spring)

Prerequisite: English 102.

301 ADVANCED COMPOSITION

3 semester hours

Intensive practice in and analysis of expository writing with emphasis on process, structure, style, and maturity of expression. 3-0-3. (Spring, odd years) WC II course

Prerequisite: English 102

303 PROFESSIONAL WRITING

3 semester hours

Study of appropriate genres and techniques of writing and editing utilized in a variety of professional occupations: desktop publishing, advanced writing skills, articles, brochures, presentation materials based on research, and newsletters. 3-0-3. (Spring, odd years)

Prerequisite: English 102

305 CREATIVE WRITING

3 semester hours

Introduction to fundamental techniques of writing fiction, poetry, and drama. 3-0-3. (Spring)

Prerequisite: English 102, or permission of instructor.

306 POETRY WRITING

3 semester hours

Introduction to the conventions of poetry, in both free verse and fixed forms. Students read and write poetry in a workshop setting using a variety of techniques. Prerequisite: ENGL 305, or permission of the instructor. 3-0-3. (Fall, odd years)

309 FICTION WRITING

3 semester hours

Introduction to the conventions of contemporary short fiction. Students read and write short stories in a workshop setting using basic terminology. 3-0-3. (Fall, even years)

Prerequisite: ENGL 305, or permission of the instructor.

311 MEDIEVAL BRITISH LITERATURE

3 semester hours

Study of Beowulf and other Anglo-Saxon achievements; medieval drama, romance, poetry and Chaucer. WCII course. 3-0-3.

Prerequisite: English 102

312 BRITISH LITERATURE FROM 1550 TO 1660

3 semester hours

Study of poetry, drama, and selected prose from Shakespeare's contemporaries through Milton. 3-0-3.

Prerequisite: English 102

314 RESTORATION AND EIGHTEENTH-CENTURY BRITISH LITERATURE

3 semester hours

Selected poetry, essays and drama; includes Pope, Swift, Johnson, Goldsmith, others. 3-0-3.

Prerequisite: English 102

315 BRITISH ROMANTICISM

3 semester hours

Major poetry of Blake, Wordsworth, Coleridge, Byron, Keats, Shelley, others; selected prose. 3-0-3.

Prerequisite: English 102

316 VICTORIAN LITERATURE

3 semester hours

Poetry of Browning, Tennyson, Arnold, others; selected prose. 3-0-3.

Prerequisite: English 102

331 MODERN BRITISH AND AMERICAN LITERATURE

3 semester hours

Study of representative modern writers from the beginning of the twentieth century through WWII, such as Yeats, Woolf, Eliot, Joyce, Faulkner, Welty, and Cather. 3-0-3.

Prerequisite: English 102

333 FOUNDATIONS OF AMERICAN CULTURE

3 semester hours

A cultural/historical study of American Renaissance writers such as Hawthorne, Emerson, Stowe, Whitman, Thoreau, Dickinson, Melville, Southworth, Fern, Jacobs, and Douglas. Emphasis on the philosophical underpinnings of American culture. 3-0-3.

Prerequisite: English 102.

335 FACES OF SOUTHERN LITERATURE

3 semester hours

Study of varying aspects of Southern Literature with focus on themes, cultural populations, genres, or other regional traits. 3-0-3. WCII course.

Prerequisite: English 102

339 TOPICS IN AMERICAN LITERATURE

3 semester hours

Study by genre, ethnicity, sexuality, theme, or period of one or more of the diverse aspects of past and present American Literature. 3-0-3. WCII course.

Prerequisite: English 102

344 STUDIES IN CONTEMPORARY LITERATURE

1 semester hour

A focused and in-depth study of one contemporary author's work. The selected author usually will coincide with the Gardner-Webb University Visiting Writers Series. May be repeated up to three times. (Spring)

Prerequisite: English 102 1-0-1.

354 MYTHOLOGY

3 semester hours

An introductory course, emphasizing Greek mythology, but including myths of other cultures. Students will be expected not only to know the myths, but also to examine the role of myth in the lives of humans and human communities, past and present, through their research and class discussion. 3-0-3

Prerequisite: English 102.

356 LITERATURE AND COLONIZATION

3 semester hours

Study of the interaction between literature and colonization. May vary in period and may focus on a particular region, author, or theme. Prerequisite: English 102 3-0-3

357 CARIBBEAN LITERATURE

3 semester hours

Study of major writers and theories of Caribbean literature, including fiction, poetry, plays, and nonfiction. May vary in period and topic, but historical questions of colonization, Disapora, race, class, and gender will be discussed. 3-0-3

Prerequisite: English 102

359 TOPICS IN WORLD LITERATURE

3 semester hours

Exploration of modern literary works from a global perspective. Themes, writers, and regions represented will vary. (Opportunities will be provided for the English Education major to examine practical applications of the course content in the secondary classroom.) 3-0-3 (Spring, odd years)

Prerequisite: English 102

363 STRUCTURE OF THE ENGLISH LANGUAGE

3 semester hours

Study of the structure of the English language and its development. Emphasizes grammar, but includes usage, morphology, and etymology. 3-0-3. (Fall, odd years)

Prerequisite: English 102

364 LANGUAGE AND LITERACY THROUGH THE TWENTY-FIRST CENTURY

3 semester hours

An introduction to the English language beginning with its development from Proto- Indo-European and movement over the centuries to Modern English. Emphasis on the sociotechnological landscape and the way its changing nature continually influences language and literacy. (Opportunities will be provided for the English Education and other teacher education majors to examine practical applications of the course content in the classroom.) 3-0-3

Prerequisite: English 102

373 STUDIES IN FOLKLORE

3 semester hours

An introductory course emphasizing verbal folklore such as folktales, legends and songs in diverse cultures. Focus may be regional, general or literary as interests dictate. 3-0-3.

Prerequisite: English 102

375 STUDIES IN THE BRITISH NOVEL

3 semester hours

The British novel taught by periods, themes or authors as determined by the professor. 3-0-3.

Prerequisite: English 102

377 STUDIES IN THE AMERICAN NOVEL

3 semester hours

An investigation of the American novel by periods, authors, or topics as determined by the professor. 3-0-3. WCII course.

Prerequisite: English 102

378 TOPICS IN LITERARY THEORY

3 semester hours

A focused study of a particular literary theory, critic, or debate, as determined by the professor, with application to literary texts.

Prerequisite: English 102. 3-0-3

379 TOPICS IN FILM

1 semester hour

Ongoing discussion of cinema based on selected films. Topics will vary depending on focus of selections. (Cross listed with Communications as COMM 359.) 0-2-1.

Prerequisite: English 102

391 WORKSHOP IN ENGLISH I

1 semester hour

Studies in the exploration, research, development and presentation of a prospectus for a major research and analytical essay on a subject appropriate to the major. May not be taken before second semester of junior year. 1-1-1. (Fall, Spring) WC II course

Prerequisite: English 201 for all students and EDUC 250 for English Education majors.

392 LITERARY TRAVEL

1-3 semester hours (variable)

A visit of at least a week's duration focusing on places of literary significance. Requires readings, a journal, and a paper assigned by the professor.

409 FEATURE WRITING

3 semester hours

Feature article writing for newspapers and magazines. Course emphasizes writing for publication. Workshop format affords students opportunity to pursue special journalistic writing interests such as sports or religious journalism. 3-0-3. WCII course. (Spring, even years)

Prerequisite: English 203, or permission of instructor.

411 SEMINAR IN BRITISH LITERATURE

3 semester hours

Advanced study of a selected subject in British literature with emphasis on individual research, reports, scholarly exchange and analytical discussion. 3-0-3.

Prerequisite: English 102

413 SHAKESPEARE

3 semester hours

Study of representative plays and poetry. 3-0-3. (every Spring)

Prerequisite: English 102

ENGL 429: TOPICS IN NEW MEDIA STUDIES

3 semester hours

Examination of theories and concepts in new media studies as a field within rhetoric and composition. In addition, students will produce new media texts related to rhetorical, functional, and theoretical frameworks for understanding new media. Topics vary to represent different mediums and digital spaces. 3-0-3

Prerequisite: English 102

431 SEMINAR IN AMERICAN LITERATURE

3 semester hours

Advanced study of a selected subject in American literature with emphasis on individual and group research, reports, scholarly exchange and analytical discussion. 3-0-3.

Prerequisite: English 102.

434 AFRICAN AMERICAN LITERATURE

3 semester hours

Representative African American works from the 18th Century to the present: nonfiction, poetry, lyrics, plays, short fiction, and novels. 3-0-3.

Prerequisite: English 102.

471 CRITICAL APPROACHES TO LITERATURE

3 semester hours

A study of critical approaches to literary and other texts. Focus on contemporary approaches – such as formalism, deconstruction, reader-response criticism, new historicism, gender theory and others - with practical application of theories to a range of literary texts. 3-0-3. (Fall)

Prerequisite: English 102

475 YOUNG ADULT LITERATURE

3 semester hours

This course is designed to provide opportunities for students to engage in a thorough examination of the field of young adult literature. Opportunities will be provided for the student to examine practical and creative applications of the course content in order to enhance the presentation of literature in the secondary or middle grades classroom. 3-0-3. (Spring, odd years)

Prerequisite: English 102

481 CLASSROOM METHODS AND MANAGEMENT IN TEACHING ENGLISH

4 semester hours

Instruction in the techniques of teaching English in grades 9-12 in order to establish the types of classroom conditions and student behavior that provide optimal learning environments. Supervised field experience required

Prerequisite: English 102 and EDUC 250.

483 THE TEACHING OF WRITING

3 semester hours

Theories, research, and practice in the teaching of writing. (Spring, even years) WCII course.

Prerequisite: English 102 and EDUC 250. 3-0-3.

491 WORKSHOP IN ENGLISH II

2 semester hours

(required of all majors) Development of a research and analytical essay/presentation on a subject appropriate to the major. Supervised experience in the research, writing and presentation processes. (Fall, Spring) WC II course

Prerequisite: English 391. 2-1-2.

493 INTERNSHIP IN WRITING

3 semester hours

Experience involving supervised application of writing skills within an organization outside the classroom. Prerequisite: Writing course(s) above the 200 level, approval of department.

Application deadlines: Nov. 1 for spring; April 1 for summer and fall. (Fall, Spring, Summer)

494 WRITING PORTFOLIO

1 semester hour

Students will compile, revise, and edit a body of written work, whether it be creative, professional, or academic. Intended for majors and minors only. To be taken during the student's final semester, or when all writing requirements have been satisfied. (Spring)

Department of Mathematical Sciences

FACULTY

Chair: Assistant Professor T. Hoyle

Professor: R. Bass, O. Poliakova

Associate Professor: M. Mystkowski

Assistant Professors: J. Johnson, J. Willis

Instructors: T. Moore

MISSION STATEMENT

The mission of the Department of Mathematical Sciences is to contribute to superior undergraduate education and to prepare its graduates to make significant contributions for God and humanity by emphasizing the quantitative and analytical reasoning skills of a liberal arts based education in a Christian community of faith and learning.

GOALS

1. To provide excellence in instruction with Christ-like service to our students
2. To provide the essential computational and analytical reasoning skills of a liberal arts education through the Basic Course requirements in mathematics
3. To refine and expand those skills in students taking further mathematics, assisting in the pre-professional development of teachers of mathematics in the elementary and secondary schools
4. To prepare students for advanced studies and professions in mathematics and engineering

STUDENT LEARNING OUTCOMES

Students majoring in Mathematics will:

1. demonstrate computational proficiency throughout the elements of modern mathematics,
2. develop the use of both the discovery/inductive and axiomatic/deductive forms of mathematical reasoning,
3. be able to relate common threads from various branches of mathematics, and
4. be well-prepared for further study in the mathematical sciences or for employment in those areas.

In addition to the above, students majoring in mathematics with teacher licensure will:

5. demonstrate the ability to prepare instructional plans for secondary level students reflecting current standards and practices of mathematics education, and
6. demonstrate the ability to implement plans of mathematics instruction for secondary level students.

Students majoring in computer science will:

1. be able to design, implement, and test computer programs that solve substantial computational problems,
2. develop critical thinking skills to solve problems by developing and implementing algorithms,
3. develop the ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs,
4. recognize the need for, and have the ability to engage in, continuing professional development, and
5. be well-prepared for further study or employment in information technology.

MAJOR FIELDS OF STUDY

The department offers three majors leading to the Bachelor of Science degree:

Mathematics

Mathematics with Teacher Licensure

Computer Science

MINOR FIELDS OF STUDY

Mathematics

Computer Science

MAJOR FIELDS OF STUDY DETAIL

MATHEMATICS (33 HOURS)

The Basic Course Requirements must be satisfied; the Quantitative Dimension must be satisfied with MATH 151; A minimum grade of C is required for MATH 151. The Dimension of Scientific Inquiry must be satisfied with PHYS 203. Classes required for completing the major are as

follows:

MATH 152, 230, 251, 325, 331, 351, 404, 412, and 445 (total of 27 hours);

One course from MATH 405, 413, 421, 422, 441 (3 hours); Any other MATH course numbered above 300 (3 hours).

Additional requirement: CISS 201

A university approved minor or additional study in an approved concentration with the mathematical sciences is required.

Concentration Areas:

1. Pure Math: MATH 303, 332, 405, 413, 421, and 441 (18 hours);
2. Actuarial Math: MATH 421, MATH 422, FINC 320, ECON 303, and ECON 402 (15 hours)
3. Computational Science: PHYS 204, CISS 202, MATH 332, MATH 370, and MATH 413 (16 hours)

For each concentration area, 6 hours can be applied to elective categories in the major.

A minimum grade of C is required for each course in a concentration area.

MATHEMATICS WITH TEACHER LICENSURE (37 HOURS)

The Basic Course Requirements must be satisfied; the Dimension of Scientific Inquiry must be satisfied with PHYS 203. Classes required for completing the major, with preparation for secondary (9 – 12) teacher licensure, are as follows:

MATH 151, 152, 230, 251, 331, 303, 310, 311, 325, 404, 421, and 445 (total of 37 hours).

The candidate must also complete the Professional Education minor consisting of EDUC 250, 350, 440, 450, PSYC 303, and MAED 432 (total of 29 hours)

NOTE: Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted to the Teacher Education Program. All candidates must be fully admitted into the Teacher Education Program a minimum of one full semester prior to the semester in which they student teach.

The North Carolina State Board of Education has adopted new teacher standards and required all teacher education programs to be revisioned. All candidates starting their teacher education program with EDUC 250 in the fall of 2010 or later must complete the new program regardless of the catalogue under which they entered Gardner-Webb University. Candidates who are already in teacher education can choose to complete the current program or the new program.

COMPUTER SCIENCE (36 HOURS)

The Basic Course Requirements must be satisfied; the Quantitative Dimension must be satisfied with MATH 151. A minimum grade of C is required for MATH 151. Chemistry or physics is recommended to satisfy the Dimension of Scientific Inquiry. Classes required for completing the major are as follows:

CISS 201, 202, 285, 360, 380, 423, 433, 460, and 471 (total of 27 hours);

MATH 311 (3 hours); and

Two additional courses from CISS 350, 361, 375, 440, 450, 480, or MATH 370 (6 hours).

A university approved minor area of study is required. A mathematics minor is recommended.

SECOND MAJOR

The Quantitative Dimension must be satisfied with MATH 151. A minimum grade of C is required for MATH 151. Students seeking a second major in mathematics must take 30 hours consisting of MATH 152, 230, 251, 325, 331, 351, 404, 412, 445 and any other course numbered above MATH 300. Students seeking a second major in computer science must take 30 hours consisting of CISS 201, 202, 285, 360, 361, 380, 423, 433, 460, 471, and MATH 331 or 311.

MINOR FIELDS OF STUDY DETAIL

MATHEMATICS (17 HOURS)

A minor in Mathematics requires 17 semester hours of mathematics courses, including MATH 151 and 152, and at least one course numbered over 225.

COMPUTER SCIENCE (15 HOURS)

A minor in Computer Science requires 15 hours of CISS courses, excluding CISS 160. Students may count MATH 370 as part of the 15 hours. Additional Requirement: MATH 151 (may be used to satisfy the Quantitative Dimension of the Basic Course Requirements).

ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All students transferring under the Comprehensive Articulation Agreement must complete PHYS 203 as part of the general education core curriculum.

Course Descriptions

Mathematics (MATH)

100 BASIC MATHEMATICAL SKILLS

3 semester hours

A study of selected topics from algebra emphasizing the continuity from arithmetic to algebra and examining applications as time permits. This course does not fulfill the Quantitative Dimension of the Basic Core Requirements. A student will not receive credit for this course after receiving credit for any higher numbered mathematics course. 3-0-3. (Fall and Spring)

105 FUNDAMENTALS OF STATISTICS AND PROBABILITY

3 semester hours

An introduction to statistical analysis with applications, hypothesis formulation and testing, and introductory principles of probability. The purpose of this course is to prepare the student to converse in the statistical language of business and the social sciences. Additionally, the course is designed to give the quantitative, computational and problem solving skills necessary for those areas, but applicable to in a wide range of life experiences. 3-0-3. (Fall and Spring)

Prerequisite: Consent of instructor.

110 FINITE MATHEMATICS

3 semester hours

A study of topics related to elementary matrix algebra, systems of equations and inequalities, linear programming, and the mathematics of finance. The purpose of this course is to prepare the student to converse in the language of linear mathematics and matrices, and the mathematics of finance fundamental to the studies in business and the social sciences. Additionally, the course is designed to give the quantitative, computational and problem solving skills necessary for those areas, but applicable to in a wide range of life experiences. 3-0-3. (Fall and Spring)

120 MATH FOR THE LIBERAL ARTS

3 semester hours

The purpose of this course is to give an introduction to and an appreciation for the ways quantitative and geometric reasoning inform problems encountered across a wide range of human activities - from politics and economics to social networking and games. Additionally, the course is designed to introduce the quantitative, computational and problem solving skills necessary for applying that reasoning.

150 PRECALCULUS

3 semester hours

A study of algebraic, trigonometric, exponential and logarithmic functions and their applications. The purpose of this course is to introduce the student to the elementary concepts of the mathematical analysis of functions foundational to studies in Calculus and the natural sciences. Additionally, the course is designed to give the quantitative, computational and problem solving

skills necessary for those areas, but applicable to a wide range of life experiences. 3-0-3. (Fall and Spring)

151 CALCULUS I

4 semester hours

The graphical and numerical study of the analytic operations of limiting, differentiating and integrating functions and their symbolic application to algebraic, trigonometric, exponential and logarithmic functions. The purpose of this course is to prepare the student to converse in the language of the mathematical analysis of functions fundamental to the studies in higher mathematics and the physical sciences. Additionally, the course is designed to give the quantitative, computational and problem solving skills necessary for those areas, but applicable to a wide range of life experiences. 4-0-4. (Fall and Spring)

152 CALCULUS II

4 semester hours

A study of the applications and techniques of integration; infinite sequence and series of numbers and functions. 4-0-4. (Fall and Spring)

Prerequisite: Math 151.

204 MATHEMATICS FOR ELEMENTARY TEACHERS

3 semester hours

A study of the number systems together with their operations and properties, ratio and proportional relationships, and introductory number theory. The course develops techniques of problem solving, logical reasoning and communication by emphasizing both a conceptual and active approach to mathematical ideas. Prerequisite: the Quantitative Dimension of the Basic Course Requirements must be completed. 3-0-3.

205 MATHEMATICS FOR ELEMENTARY TEACHERS II

3 semester hours

A study of the connections of elementary school mathematics to algebra, the geometry of two and three dimensions, measurement, probability, and statistics. The course develops techniques of problem solving, logical reasoning, and communication by emphasizing both a conceptual and active approach to mathematical ideas. Prerequisite: Math 204. 3-0-3.

219 CALCULUS FOR BUSINESS AND SOCIAL SCIENCES

3 semester hours

A study of differentiation and integration with applications to business and the social sciences. 3-0-3. (on demand)

Prerequisite: Mathematics 150 or permission of the department chair.

230 FOUNDATIONS OF HIGHER MATHEMATICS

3 semester hours

A survey of the concepts of symbolic logic and set theory, together with an introduction to proof techniques. This course is designed to prepare the student for the study of abstract mathematics. 3-0-3. (Spring)

Prerequisite: Math 151.

251 CALCULUS III

4 semester hours

A study of the calculus of functions of several variables and vector-valued functions and analytic geometry of three dimensions. 4-0-4. (Fall)

Prerequisite: Math 152.

303 MODERN COLLEGE GEOMETRY

3 semester hours

A study of elementary geometry from an advanced standpoint, evaluations and criticisms of Euclidean geometry, non-Euclidean and analytic geometry, and some topics in modern geometry. 3-0-3. (Spring of even years)

Prerequisite: Math 152 and 230.

310 NUMBER THEORY

3 semester hours

A study of number theory including Euclid's algorithm, prime numbers, indeterminate problems, and Diophantine equations, congruence, and numerical functions. 3-0-3. (Spring of odd years)

Prerequisite: Mathematics 151 and 230.

311 DISCRETE MATHEMATICS

3 semester hours

A study of elementary combinatorics, graph theory, Boolean algebra, tree building, mathematical induction, networks, and automata. 3-0-3. (Spring)

Prerequisite: Mathematics 151.

325 STATISTICS AND DATA ANALYSIS

3 semester hours

An in-depth introduction to the elements of statistics and data analysis using statistical computing software. 3-0-3. (Spring of odd years)

Prerequisite: Mathematics 151.

331 LINEAR ALGEBRA

3 semester hours

A study of vector spaces, matrices, determinants, systems of linear equations, and linear transformations in vector spaces. 3-0-3. (Fall)

Prerequisite: Math 151.

332 LINEAR ALGEBRA II

3 semester hours

A continuation of the study of vector spaces, inner product spaces, eigenvalues and eigenvectors, and linear transformations. 3-0-3. (on demand)

Prerequisite: Mathematics 331.

351 DIFFERENTIAL EQUATIONS

3 semester hours

A study of ordinary differential equations and systems with applications. 3-0-3. (Spring of even years)

Prerequisite: Mathematics 251.

370 NUMERICAL METHODS

3 semester hours

A study of numerical methods including interpolation and extrapolation, roots of equations, solutions of systems of equations, curve fitting and numerical integration. 3-0-3. (On demand)

Prerequisite: Computer Science 201 and Mathematics 151.

404 MODERN ABSTRACT ALGEBRA

3 semester hours

A study of algebraic structures with a focus on groups. 3-0-3. (Fall of even years)

Prerequisite: Mathematics 230 and 331.

405 MODERN ABSTRACT ALGEBRA II

3 semester hours

A study of algebraic structures including groups, rings, integral domains, and fields. 3-0-3. (On demand)

Prerequisite: Mathematics 404.

412 ELEMENTARY REAL ANALYSIS

3 semester hours

A study of basic ideas and techniques of analysis for real-valued functions of an arbitrary number of real variables. 3-0-3. (Fall of odd years)

Prerequisite: Mathematics 230 and 251.

413 ELEMENTARY REAL ANALYSIS II

3 semester hours

A continuation of the elementary concepts of the analysis of real-valued functions: integration theory, functions of several variables, inverse and implicit functions, sequences of functions, power series, Fourier series. (on demand)

Prerequisite: Mathematics 412. 3-0-3.

421 PROBABILITY THEORY

3 semester hours

A first course in the Mathematical theory of statistical application. The first course focuses on probability theory and distributions of random variables. 3-0-3. (Fall of odd years)

Prerequisite: Mathematics 251.

422 STATISTICAL INFERENCE

3 semester hours

A second course in the Mathematical theory of statistical application. The second course focuses on the topics of statistical inference: estimation, verification and prediction. 3-0-3. (on

demand)

Prerequisite: Mathematics 421.

441 FUNCTIONS OF A COMPLEX VARIABLE

3 semester hours

A study of the geometric and analytic properties of harmonic and holomorphic functions of a single complex variable. 3-0-3. (Spring of odd years)

Prerequisite: Math 251.

445 RESEARCH IN MATHEMATICS

1 semester hour

The student will independently investigate a topic in mathematics beyond the classroom curriculum. The results of the investigation will be demonstrated through problem solving and writing a research paper. 1-0-1. (on demand)

Prerequisite: Mathematics 230, 251, and senior status.

480 TOPICS IN MATHEMATICS

3 semester hours

A study of specific areas of mathematics not covered by other upper-level courses. Course content will vary and will reflect student and faculty interest. 3-0-3. (on demand)

Prerequisite: Mathematics 230 and 251.

495, 496 INDEPENDENT STUDY

3 semester hours

Prerequisite: Approval of the department chair and academic dean.

Mathematics Education (MAED)

432 METHODS OF TEACHING MATH (9-12)

3 semester hours

A study of the principles and objectives of secondary mathematics, general and specific teaching techniques, organization of content material, and enrichment materials. Supervised field experiences are required. It is recommended that this course be taken during the semester before student teaching. 3-0-3. (On demand)

Prerequisite: Admission to Teacher Education Program.

Computer Science (CISS)

201 PROGRAMMING LANGUAGE I

3 semester hours

A first language course in computers that introduces students to programming, programming logic, and structured programming methods. Utilizes a language such as Java. 3-0-3. (Spring)

202 PROGRAMMING LANGUAGE II

3 semester hours

An intermediate programming course focusing on object oriented programming concepts like classes, encapsulation, inheritance, and polymorphism. The class will also include the topics of graphical user interfaces, file input/output and exception handling. Utilizes an object oriented language like Java or similar. 3-0-3. (Fall)

Prerequisite: CISS 201.

285 C PROGRAMMING LANGUAGE

3 semester hours

An introduction to the language syntax, style, and design of C programs. Emphasizes the use of C for low-level design and graphics, including extensions to C++. 3-0-3. (Fall of even years)

Prerequisite: CISS 201.

350 INTRODUCTION TO MULTIMEDIA PROCESSING

3 semester hours

The Study of basic topics in digital multimedia from Computer Science point of view. The class will include introduction to image, sound and video representation in digital form and the study of the basic algorithms for image, sound and video manipulation. Students will need to write their own programs in Java or C/C++ to manipulate multimedia objects. 3-0-3 (On demand)

Prerequisite: CISS 201.

360 ASSEMBLY LANGUAGE PROGRAMMING AND ARCHITECTURE

3 semester hours

Low-level programming in assembly language and an introduction to principles of hardware

design. 3-0-3. (Fall of odd years)

Prerequisite: CISS 201.

361 OPERATING SYSTEMS AND COMPUTER ARCHITECTURE

3 semester hours

Survey operating systems and principles of operating systems. Examine principles of LINUX design and programming. 3-0-3. (Spring of even years)

Prerequisite: CISS 360.

375 INTRODUCTION TO COMPUTER AND NETWORK SECURITY

3 semester hours

The study of computing security vulnerabilities and techniques and tools for developing secure applications and practicing safe computing. 3-0-3 (Spring of even years)

Prerequisite: CISS 201.

380 DATA STRUCTURES AND ALGORITHM ANALYSIS

3 semester hours

A study of basic data structures, graphs, algorithm design and analysis, memory management, and system design. 3-0-3. (Spring)

Prerequisite: CISS 202.

423 SURVEY OF PROGRAMMING LANGUAGES

3 semester hours

Introduction to the history and design of programming languages. The applicability of languages to special uses such as JavaScript. PHP, Perl, Python, C#. Examination of the modern concepts of object-orientation and functional programming. 3-0-3. (Spring of odd years)

Prerequisite: CISS 201.

433 DATABASE MANAGEMENT

3 semester hours

Apply design principles learned in Data Structures to relational and object-oriented data base management systems. 3-0-3. (Spring)

Prerequisite: CISS 380.

440 ARTIFICIAL INTELLIGENCE

3 semester hours

Basic concepts and techniques of artificial intelligence. Natural language, search strategies and control, and applications. 3-0-3. (Spring of odd years)

Prerequisite: CISS 380.

450 COMPILER DESIGN

3 semester hours

Principles of compiler construction and the building of operating systems. 3-0-3. (On demand)

Prerequisite: CISS 380 and CISS 361.

460 DATA COMMUNICATIONS AND NETWORKING

3 semester hours

Introduction to concepts of computer network operating systems, telephony, routing, packets, and distributed processing. 3-0-3. (Fall)

Prerequisite: CISS 380.

471 SOFTWARE ENGINEERING

3 semester hours

The study of structured programming, systems analysis, and systems design techniques. Topics include top-down design, software design metrics, project management, program correctness, and the use of computer-aided software engineering (CASE) and configuration management tools. Problems of software engineering and design for graphical user interfaces are discussed. 3-0-3.

(Spring)

Prerequisite: CISS 380

480 TOPICS IN COMPUTER SCIENCE

3 semester hours

A specialized study of various computer science developments. Topics will vary from semester to semester. Students may take the course more than once. 3-0-3. (On demand)

497, 498 INTERSHIPS IN COMPUTER SCIENCE

3 semester hours

By special arrangement with the approval of the department chair.

Department of Natural Sciences

FACULTY

Chair: Associate Professor B. Brooks

Coordinator, Physician Assistant Track: Professor T. Zehnder

Professors: T. Jones, S. Eddins

Associate Professors: B. Brooks, C. Ciesielski, D. Judge, D. Olive, V. Totten, J. Oyugi

Assistant Professors: S. Manahan, D. Campbell

Instructor: J. Zimmer, S. Smith

MISSION STATEMENT

The Department of Natural Sciences provides students a firm educational foundation in both theoretical and experimental science, and produces students with critical-thinking and problem-solving skills through meaningful in-and out-of classroom and laboratory experiences. The Department aims to prepare students for productive professional careers or for entry into graduate or professional schools. The Department of Natural Sciences strives to remain consistent with the educational mission of Gardner-Webb University by balancing an interdisciplinary science foundation with the Christian values of faith, stewardship, ethics, and social responsibility.

GOALS

1. familiarize students with the major concepts of science and the specific vocabulary associated with each discipline;
2. develop in students an understanding of the nature and process of science;
3. instill in students an appreciation of how science relates to their lives;
4. present principles of environmental stewardship and sustainability;
5. stimulate critical thinking and problem solving skills;
6. provide hands-on laboratory experiences demonstrating scientific methodology;
7. provide a solid foundation so that science majors will be prepared to succeed in graduate school, professional programs, or begin a career in the natural sciences.

STUDENT LEARNING OUTCOMES

A student who chooses to major in a field of study offered by the department will:

1. grasp the major concepts of science and the specific vocabulary associated with the natural sciences;
2. demonstrate research skills and a working knowledge of the tools of science;

3. demonstrate critical-thinking and problem-solving skills;
4. synthesize complex information and articulate it in written and oral presentations;
5. use information technology as a tool for scientific literature searching.

MAJORS FIELD OF STUDY

The department offers two majors leading to the Bachelor of Science degree:

Biology

Chemistry

MINOR FIELDS OF STUDY

Biology

Chemistry

Environmental Science

General Science

Health Science

Physical Science

MAJOR FIELDS OF STUDY DETAIL

BIOLOGY (30 HOURS)

The Basic Course requirements must be satisfied. BIOL 111 and CHEM 111 must be taken to fulfill the biological and physical science components of the Dimensions of Scientific Inquiry. Pre-professional candidates should take PHYS 203 and 204 in preparation for professional admissions tests. Classes required for completing the major are as follows:

Animal Science – BIOL 201, 202, or 315 (4 hours)

Plant Science – BIOL 207 or 320 (4 hours)

Molecular Science – BIOL 206, 301, 352, 411, or 422 (4 hours)

Ecology – BIOL 402 (4 hours)

Biology electives, approved by the department, at or above the 200 level (HONR 400 and/or HONR 401 may be used for three hours of this requirement when the research and thesis topics are appropriate) Up to 6 hours of Environmental Biology from Envs 209 and/or 410 may count as part of the 12 hours of Biology electives (12 hours).

Seminar (Honor's thesis is equivalent to one hour of this requirement) (2 hours)

Additional requirements: CHEM 112, 201, 202 and MATH 151 (16 hours)

No minor is required for this major. Students who desire a minor may select any minor offered by the University.

CHEMISTRY (34 HOURS)

The Basic Course requirements must be satisfied. CHEM 111 and either BIOL 104 or 111

should be taken to fulfill the requirements of the Dimensions of Scientific Inquiry. Classes required for completing the major are as follows:

Organic – CHEM 201 and 202 (8 hours)

Analytical – CHEM 301 and 302 (8 hours)

Inorganic – CHEM 351 (4 hours)

Physical – CHEM 401 and 402 (8 hours)

Seminar (2 hours)

Chemistry elective – CHEM 310, 405, 420, or 422 (4 hours)

Additional requirements: CHEM 112, PHYS 203-204, MATH 151 and 152. (20 hours)

No minor is required for this major. Students who desire a minor may select any minor offered by the University.

SECOND MAJOR

A student seeking a second major in any field of study offered by the Department of Natural Science must meet all of the criteria for the primary major.

PHYSICIAN ASSISTANT TRACK

Gardner-Webb does not offer a Physician Assistant program. However, the university has maintained a long standing relationship with Wake Forest University School of Medicine's Physician Assistant Program. Gardner-Webb maintains an affiliation with the Wake Forest program but does not guarantee acceptance into that program. A student proposing to become a Physician Assistant should expect to graduate from Gardner-Webb's carefully planned Physician Assistant track with a Biology or Chemistry major. The student will then be well prepared to apply to Wake Forest School of Medicine's Physician Assistant Program or any similar program throughout the nation. Gardner-Webb works closely with the Wake Forest Physician Assistant Staff to maintain a curriculum that will prepare students well for application to the Master's degree program.

Students pursuing a career as a Physician Assistant should take, in addition to the core courses for the Bachelor of Science degree, BIOL 203, 204, 206, 301, and 422 among the 30 hours of Biology required for the major. Additionally the student should take CHEM 111, 112, 201, and 202. MATH 105 and 150 are taken in the core. BIOL 335 is recommended.

MINOR FIELDS OF STUDY DETAIL

BIOLOGY (16 HOURS)

BIOL 111, 402 and 8 hours selected from two of the following three categories:

Animal science - Biology 201, 202, 203, 204, or 315

Plant science - Biology 207 or 320

Cellular biology - Biology 301, 352, or 422

CHEMISTRY (16 HOURS)

CHEM 112, 201, 202 and a 4 hour CHEM elective (CHEM 301 is recommended).

CHEM 111 must be taken as part of the basic core curriculum.

ENVIRONMENTAL SCIENCE (16 HOURS)

BIOL 104, GEOL 105 and 106, and CHEM 310. BIOL 111 must be taken as part of the basic core curriculum.

GENERAL SCIENCE (20 HOURS)

CHEM 103 or higher, GEOL 101 or higher, PHYS 103 or higher, any BIOL course 200 or higher, and a four hour elective from any course offered by the department above the core science requirement.

HEALTH SCIENCE (16 HOURS)

BIOL 104, 203, 204, and 310. CHEM 103 or 111 must be taken as part of the basic core curriculum.

PHYSICAL SCIENCE (16 HOURS)

CHEM 111, GEOL 101 or 105, PHYS 203 and one of the following: CHEM 112, GEOL 102, PHYS 104, or PHYS 204

ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All students transferring under the Comprehensive Articulation Agreement must complete a foreign language through the Intermediate I level (201).

Course Descriptions

Biology (BIOL)

101 HUMAN BIOLOGY

4 semester hours

An introduction to the biology of the human organism with emphasis on contemporary issues in human biology as well as traditional structure and function of major body systems. This class is NOT intended for biology majors and biology majors with teacher licensure. It is intended for non-science majors. 3-3-4. F. S. Summers variable. Lab included. (Lab Fee: \$30.00)

104 ENVIRONMENT

4 semester hours

Introduction to the principles of ecology with a primary focus on man's direct and indirect influences on his surroundings. Emphasis on current and local concerns. Laboratories focus on methods of sampling, field observations, and methods of examining resource allocation. 3-3-4. F,S,Su. Lab included. (Lab Fee: \$30.00)

105 MICROBIOLOGY FOR THE HEALTH SCIENCES

4 semester hours

A study of the biology of microorganisms with special focus on the organisms of human disease and on the techniques of microbiology that are appropriate to the health sciences. (Not for Biology majors.) 3-2-4. F, Summers variable. Lab included. (Lab Fee: \$30.00)

111 GENERAL BIOLOGY

4 semester hours

Introduction to the principles of biology including ecology, biological chemistry, cellular biology, genetics, reproduction, and development. Laboratory investigations are designed to supplement and enhance the classroom lecture activities. This class is NOT intended for non-science majors. It is intended for biology majors, biology majors with teacher licensure, and elementary education majors. 3-3-4. F, S, Summers variable. Lab included. (Lab Fee: \$30.00)

201 INVERTEBRATE ZOOLOGY

4 semester hours

Phylogenetic survey of invertebrates, with emphasis on systematics, morphology, and ecology. Field work, individual term projects. 3-3-4. F, odd years. Lab included. Prerequisite: Biology 111.

202 VERTEBRATE ZOOLOGY

4 semester hours

Systematic study of the vertebrates with emphasis on morphology, physiology, and ecology. Field study, laboratory exercises in morphology. 3-3-4. S, even years. Lab included. Prerequisite: Biology 111.

203 HUMAN ANATOMY AND PHYSIOLOGY I

4 semester hours

Survey of basic structure and function of the human body. Levels of organization and homeostatic mechanisms. Integumentary, skeletal, muscular, and nervous systems covered. Prerequisite: BIOL 101 with a grade of "C" or higher, or BIOL 111 with a grade of "C" or SAT Critical Reading of 500 AND SAT Math of 500, or ACT Composite score of 22, ACT English Subscore of 21, ACT Math Score of 18, and ACT Reading Score of 20, or TEAS Composite

Score of 67. 3-2-4. F, S. Lab included.

204 HUMAN ANATOMY AND PHYSIOLOGY II

4 semester hours

Survey of basic structure and function of the human body. Levels of organization and homeostatic mechanisms. Endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems covered. 3-2-4. F, S. Lab included. Prerequisite: Biol 203 with a grade of "C" or higher, or permission of instructor.

206 GENERAL MICROBIOLOGY

4 semester hours

Introduction to microbiology and immunity. Applications in medicine, industry, and agriculture will be included. 3-2-4. S. Lab included. Prerequisite: Biology 111 or permission of instructor

207 GENERAL BOTANY

4 semester hours

An introduction to the study of plants including aspects of morphology, anatomy, cell physiology, reproduction, growth, development, ecology, and taxonomy. 3-3-4. F, even years. Lab included. Prerequisite: Biology 111.

222 MEDICAL TERMINOLOGY

1 semester hour

An introduction to definitions, proper spelling, usage, and pronunciation of appropriate terminology used in health professions. 1-0-1. S. Prerequisite: Biology 203.

301 GENETICS

4 semester hours

Study of principles of heredity (including molecular and population genetics), their significance in human inheritance, plant and animal breeding, and evolution. 3-3-4. S. Lab included. Prerequisite: Biology 111 and Chemistry 201.

310 NUTRITION

4 semester hours

Biochemical basis of how the body uses food. Relationship of nutrition to health. Practical aspects of obtaining, storing, and preparing food for maximum nutrition. Nutrition through the life cycle. Diets. 3-3-4. Offered on demand. Lab included. Prerequisite: Biology 111 and Chemistry 201 or permission of instructor.

315 GENERAL AND COMPARATIVE ANIMAL PHYSIOLOGY

4 semester hours

Survey of how animals solve fundamental physiological problems. Emphasis on homeostatic mechanisms. Examples from molecular, cellular, systems, and organismic levels, using both invertebrates and vertebrates. 3-3-4. Offered on demand. Lab included. Prerequisite: Biology 111 and Chemistry 201.

320 PLANT SYSTEMATICS

4 semester hours

Systematic study of vascular plants with emphasis on the seed plants. Lecture is predominantly analyzing evolutionary morphological characteristics and classical taxonomy. Laboratory work is field-oriented and includes collection and identification of specimens. 3-3-4. S, odd years. Lab included.

Prerequisite: Biology 207 strongly recommended.

335 PATHOPHYSIOLOGY

3 semester hours

Study of alterations in normal body structure and function associated with various disease processes. 3-0-3. Offered on demand. Prerequisite: Biology 203 and 204.

352 CELL BIOLOGY

4 semester hours

Survey of cellular structure and function with emphasis on current methods of studying cells. 3-3-4. S, even years. Lab included. Prerequisite: Biology 111 and Chemistry 201.

385, 386 PRACTICUM IN LIFE SCIENCES

1 semester hour each semester

Practical experience in designing, setting up, and teaching laboratory. Recommended for all biology majors, and required for those planning to teach. No more than two hours credit may be used toward filling major requirements. 0-6-1, 0-6-1. Offered by arrangement. Prerequisite: approval of department chair and laboratory instructor(s).

387 ISSUES IN SCIENCE AND RELIGION

3 semester hours

An interdisciplinary examination of issues which arise at the interface between science and religion. A discussion of the nature of science and religion, ways of relating the two, and historical background will be followed by an exploration of specific topics of contemporary

interest. 3-0-3. Spring odd years.

391, 392, 491, 492 BIOLOGY SEMINAR

1 semester hour each semester

*Directed reading, study, and discussion designed to re-emphasize the fundamental principles of biology, to correlate and summarize the course work of the major program and related fields, to introduce new areas and ideas, and to provide experiences in literature review and oral presentation. Juniors will enroll in 391 and 392, and seniors in 491 and 492. 1-0-1. F, S. WLII
Prerequisite: 12 semester hours in biology at or above 200 level courses.*

402 ECOLOGY

4 semester hours

Study of the interaction of organisms and their adaptations to their physical environment. The ecosystem approach is emphasized along with population and community ecology. 3-3-4. F, S, on demand. Lab included.

Prerequisite: Biology 111 and either Biology 201, 202, 207, or 320.

404 DEVELOPMENTAL BIOLOGY

4 semester hours

Study of the basic developmental processes including fertilization, differentiation, morphogenesis, embryogenesis, growth, and aging. Selected examples drawn from microorganisms, plants, invertebrates, and vertebrates. S, odd years. Lab included.

Prerequisite: Chemistry 201. 3-3-4.

405 TOPICS IN ADVANCED BIOLOGY 1

1 to 4 semester hours

Study of specific areas in biology not covered by other upper-level courses. Course content will vary and will reflect student and faculty interests. Prerequisites: Biology 111 and permission of instructor. Offered on demand.

411 IMMUNOLOGY

4 semester hours

Study of mammalian immune system with emphasis on human immunology. Theoretical and practical aspects will be considered. Diagnostic, therapeutic, and research applications of immunology will also be included. 3-2-4. S, odd years. Lab included. Prerequisite: Chemistry 202.

422 BIOCHEMISTRY

4 semester hours

Survey of biologically important molecules; metabolism. 3-3-4. F. Lab included.

Prerequisite: Chemistry 202 with minimum grade of C.

493, 494 INTERNSHIP IN BIOLOGY I & II

3 semester hours

A hands-on experience to increase skills and knowledge in the student's major area of interest within an organization outside of the classroom. Offered on demand. Prerequisite: 16 semester hours in the major.

495, 496 INDEPENDENT STUDY

1-3 semester hours (variable)

Individual work planned to meet the need and interests of qualified students. Time and credits must be arranged in semester prior to term in which work is done. Must be arranged.

Chemistry (CHEM)

103 INTRODUCTORY CHEMISTRY

4 semester hours

Recommended for nonscience and nursing majors. Emphasis on application of the basic principles of chemistry. Prerequisites: placement out of Mathematics 100 (or its equivalent for transfer students) and no previous college credit for chemistry with a grade of C or higher. 3-3-4. All. Lab included. (Lab Fee: \$30.00)

111 GENERAL CHEMISTRY I

4 semester hours

Recommended for first-year science and mathematics majors. The first of a two-semester comprehensive coverage of the fundamental laws and theories of chemistry: measurements, dimensional analysis, formula writing and nomenclature, thermochemistry, gas laws, electronic structure, and physical properties. 3-3-4. F. Lab included. (Lab Fee: \$30.00)

Prerequisite: Mathematics, Advanced High School Algebra recommended. (This course may not be used with Chemistry 103 to meet basic science course requirements.)

112 GENERAL CHEMISTRY II

4 semester hours

Continuation of Chemistry 111: solutions, chemical spontaneity, equilibria, reaction rates and kinetics, acids-base equilibria behavior, and redox reactions. 3-3-4. S. Lab included. (Lab Fee: \$30.00) Prerequisite: Chemistry 111 with minimum grade of C.

201 ORGANIC CHEMISTRY I

4 semester hours

Basic principles of bonding, conformational analysis, and structure of simple hydrocarbons, alcohols, and alkyl halides. Emphasis is placed on substitution, elimination, and addition reactions. An introduction to functional group analysis of reactivity and chemical synthesis is also included. The laboratory involves introduction to preparatory organic chemistry with emphasis on purification and characterization techniques. 3-3-4. F. Lab included.

Prerequisite: CHEM 112 with a minimum grade of C.

202 ORGANIC CHEMISTRY II

4 semester hours

Study of the structure and reactivity of dienes, aromatic molecules, alcohols, ethers, aldehydes, ketones, and carboxylic acid derivatives. Emphasis is placed on mechanistic analysis of reactions and chemical synthesis. The laboratory involves the introduction of spectroscopic and chromatographic methods as well as a continuation of preparatory techniques. 3-3-4. S. Lab included. Prerequisite: CHEM 201 with a minimum grade of C.

301 ANALYTICAL CHEMISTRY

4 semester hours

Introduction to modern analytical chemistry. Emphasis on theory and practice of fundamental principles of analysis, solution equilibria, and electrochemistry. 3-3-4. F, even years. Lab included. Prerequisite: CHEM201.

302 INSTRUMENTAL ANALYSIS

4 semester hours

Emphasis on spectroscopy and separation techniques, instrumentation theory, quantitative/qualitative analysis. 3-3-4. S, odd years. Lab included. Prerequisite: CHEM201.

310 ENVIRONMENTAL CHEMISTRY

4 semester hours

Application of the fundamental principles of chemistry and chemical thermodynamics to understand the chemical processes in the atmosphere, hydrosphere, and lithosphere. 3-3-4. S. Lab included. Prerequisite: CHEM 112 with a minimum grade of C.

351 INORGANIC CHEMISTRY

4 semester hours

Survey of fundamental principles in inorganic chemistry. The course will focus on the bonding,

structure, and reactivity of main group and coordination compounds as well as organometallic species of the transition metals. Aspects of bioinorganic chemistry will also be discussed. The laboratory will provide instruction in various techniques in preparatory inorganic chemistry. Lab included. Prerequisite: CHEM 202. 3-3-4.

385, 386 PRACTICUM IN CHEMISTRY

1 semester hour each semester

Practical experience in designing, setting up, and teaching laboratory. Recommended for all chemistry majors, and required for those planning to teach. No more than two hours credit may be used toward filling major requirements. 0-6-1, 0-6-1. Offered by arrangement. Prerequisite: approval of department chair and laboratory instructor(s).

391, 392, 491, 492 CHEMISTRY SEMINAR

1 semester hour each semester

Directed reading, study, and discussion designed to re-emphasize the fundamental principles of chemistry, to correlate and summarize the course work of the major program and related fields, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391, 392, and seniors in 491, 492. Each course 1-0-1. F, S., WLII

401 PHYSICAL CHEMISTRY I

4 semester hours

Emphasis on fundamental laws of thermodynamics, equations of state, and phase equilibria. F, odd years. Lab included. Prerequisite: CHEM201, Math 151, 3-3-4.

402 PHYSICAL CHEMISTRY II

4 semester hours

Emphasis on fundamentals of physical and chemical kinetics, solution equilibria, and introduction of quantum mechanics. S even years. Lab included. Prerequisite: CHEM401, 3-3-4.

405 TOPICS IN ADVANCED CHEMISTRY

3 semester hours

Study of specific areas in chemistry not covered by other upper-level courses. Course content will vary and will reflect student and faculty interests. 3-0-3 or 3-3-4. Offered on demand.

Prerequisite: Chem 111 and permission of the instructor. 1-4 semester hours

420 AQUATIC CHEMISTRY

4 semester hours

This course will focus on the geochemical processes that control the composition of surface and ground waters, both in their pristine and contaminated state. It will also familiarize the students with publicly-available computer codes which are the standard in the environmental industry. F, odd years. Lab included. Prerequisite: MATH 151. 3-2-4.

422 BIOCHEMISTRY

4 semester hours

Survey of biologically important molecules; metabolism. 3-3-4. F. Lab included. Prerequisite: Chemistry 202 with minimum grade of C.

493, 494 INTERNSHIP IN CHEMISTRY I & II

3 semester hours

A hands-on experience to increase skills and knowledge in the student's major area of interest within an organization outside of the classroom. Offered on demand.

395, 396, 495, 496 INDEPENDENT STUDY

1 to 3 semester hours each semester

Individual work designed to meet the needs and interests of exceptionally qualified Department of Natural Sciences/168 students. Juniors will enroll in 395 and/or 396, and seniors in 495 and/or 496. Time and credits by arrangement in semester prior to term in which work is done. Offered on demand.

Geology (GEOL)

101 PHYSICAL GEOLOGY

4 semester hours

Survey of the distributions, processes of formation, alteration, and transportation of materials composing the earth. The composition and basic identification of common minerals and rocks, the use of geologic and topographic maps, and environmental issues are considered. 3-2-4. F, S, Summers variable. Lab included. (Lab Fee: \$30.00)

102 HISTORICAL GEOLOGY

4 semester hours

A survey of geologic history of the earth. Emphasis on plate tectonics and the evolution of life throughout geologic times. 3-2-4. Offered on demand. Lab included. (Lab Fee: \$30.00)

105 OCEANOGRAPHY AND METEOROLOGY

4 semester hours

Survey of basic concepts of physical oceanography and meteorology with emphasis on physical and chemical bases of the disciplines. 3-2-4. F,S,Su Lab included. (Lab Fee: \$30.00)

106 ENVIRONMENTAL GEOLOGY

4 semester hours

Intended for non-science majors to fulfill a physical science requirement. This course will blend basic concepts in geology and earth science with their implications in environmental issues including soil loss, water resource depletion and contamination, mining and petroleum issues, geological hazards, beach erosion, energy resources such as nuclear, fossil fuels and alternative energy, etc. 3-2-4. Offered yearly. Lab included. (Lab Fee: \$30.00)

405 TOPICS IN GEOLOGY

3 or 4 semester hours

Study of specific areas in geology not covered by other geology courses. Course content will vary and will reflect student and faculty interest. 3-3-4 or 3-0-3. Offered on demand.

Physics (PHYS)

103 PHYSICS IN EVERYDAY LIFE

4 semester hours

This course deals with many concepts of the classical and modern physics by examining technologies and phenomena found in everyday life. The technologies examined are chosen by the students and topics include basic mechanics and wave motion, atomic and nuclear physics, in addition to Einstein's theory of relativity. S, Su occasionally. Lab included. (Lab Fee: \$30.00). Prerequisite: background in college algebra 3-2-4.

104 ASTRONOMY

4 semester hours

A survey of fundamental concepts in modern and historical astronomy and astrophysics. Topics include the origin and nature of patterns and motions in the sky; the makeup and dynamics of our solar system, the sun as a star, and the stellar properties and evolution in general; astronomical instruments and techniques; and galaxies and cosmology. 3-3-4. F. Lab included. (Lab Fee: \$30.00) Prerequisite: Background in college algebra strongly recommended. (The course will include some night time observing.)

111 GENERAL PHYSICS I

4 semester hours

This is the first of a two semester general physics sequence intended for preprofessional school

students and/or non-science majors. This course and PHYS 112 are designed to be taken in order. Topics include classical mechanics and kinematics, Newton's Laws and forces of gravity, energy, Thermodynamics, and Einstein's theory of special relativity. 3-3-4. Upon demand in fall Lab included. (Lab Fee: \$30.00). Prerequisite: MATH 150 or higher.

112 GENERAL PHYSICS II

4 semester hours

This course is the second semester of a two semester general physics sequence intended to be taken after PHYS 111. Topics include electricity and magnetism, rotational kinematics, oscillatory motion and optics. 3-3-4 upon demand in Spring. Lab included. (Lab Fee: \$30.00) Prerequisite: PHYS 111 or permission of instructor; MATH 150 or higher.

203 GENERAL PHYSICS FOR SCIENTISTS AND ENGINEERS I

4 semester hours

This course is the first of a two semester general physics sequence intended for all science, mathematics, and computer science majors. This course and PHYS 204 are designed to be taken in order. Topics include classical mechanics and kinematics, Newton's Laws and forces, gravity, energy, Einstein's theory of special relativity, and an introduction to electrostatics. 3-3-4. Fall. Lab included. Prerequisite: MATH 151 or higher.

204 GENERAL PHYSICS FOR SCIENTISTS AND ENGINEERS II

4 semester hours

This course is the second of a two semester general physics sequence intended to be taken after PHYS 203. Topics include electricity and magnetism, rotational kinematics, oscillatory motion, thermodynamics, and optics. 3-3-4. Spring. Lab included. Prerequisite: PHYS 203 or permission of instructor; MATH 151 or higher.

394, 495 INDEPENDENT STUDY

1 to 3 semester hours

This course may be designed to meet the needs and interested of exceptionally qualified students wishing to investigate an advanced physics topic. Juniors will enroll in 395 while seniors will enroll in 495. Topic and credits will be arranged in consultation with an instructor prior to term in which the work is performed. Offered on demand.

DEPARTMENT OF PHYSICAL EDUCATION, WELLNESS, AND SPORT STUDIES

FACULTY

Chair: Professor K. Baker

Professors: F. Burch, D. Hunt, J. Tubbs

Associate Professors: S. Snyder, D. Ware

Instructor: S. McNeely, E. Newton

MISSION STATEMENT

The mission of the Department of Physical Education, Wellness, and Sport Studies is to provide opportunities for the development of the physical, mental, social, environmental, emotional and spiritual well-being through a core curriculum and professional studies areas which emphasize a liberal arts philosophy that promotes a Christian worldview and emphasizes faith, service, and leadership.

GOALS

To produce graduates who will be:

1. prepared for entry into professional careers and/or graduate studies within the respective fields of study;
2. academically prepared to obtain certification and/or licensure in areas relevant to the respective fields of study;
3. able to identify, evaluate, and demonstrate personal application of the concepts of physical activity and optimal wellness, which includes physical, mental, social, environmental, emotional, and spiritual dimensions; and
4. innovative and critical thinkers, able to engage collaboratively and able to consume and disseminate information within a diverse global community.

STUDENT LEARNING OUTCOMES

Student learning outcomes specific to each major offered by the department are described in the appropriate sections that follow.

Students (teacher candidates) who complete the Physical/Health Education program will demonstrate proficiency in the North Carolina Professional Teaching Standards (NCPTS) as follows:

- 1.
1. Teacher candidates demonstrate leadership.
2. Teacher candidates establish a respectful environment for a diverse population of students.
3. Teacher candidates know the content they teach.
4. Teacher candidates facilitate learning for their students.
5. Teacher candidates reflect on their practice.

MAJOR FIELDS OF STUDY

Physical Education/Health Education with Teacher Licensure
Sport Pedagogy

MINOR FIELD OF STUDY

Recreation

PHYSICAL EDUCATION/HEALTH EDUCATION WITH TEACHER LICENSURE (42 HOURS)

In order to be admitted into Teacher Education, students seeking dual licensure in Physical Education and Health Education are required to obtain minimum scores on Praxis I. If applicable at the time of program completion, minimum scores are required on Praxis II Subject Assessment in order to be recommended for North Carolina teaching licensure. The candidate is referred to the Teacher Education Handbook for additional requirements. Students will not be permitted to register for courses in excess of 50% of the major until they are formally admitted to the Teacher Education Program.

Enrollment in any of the department's professional classes is limited to students having declared the intent to major or minor in one of the department's courses of study. Exceptions to this policy can be granted only by the department chair or the course professor.

Accomplishment will be demonstrated in the following way:

Teacher candidates will be assessed on all standards (NCPTS 1-5) in accordance with the Teacher Candidate Evaluation Rubric of the North Carolina Educator Evaluation System. The rubric includes a range of four categories (Emergent, Developing, Proficient, and Accomplished). All candidates will provide evidence of achievement at the proficient level or higher.

COURSE REQUIREMENTS

The Basic Core requirements must be satisfied; BIOL 101 is recommended as one of the Dimension of Scientific Inquiry courses. Classes required for completing the major with K-12 certification are as follows:

PHED 211, 235, 301, 331, 341, 342, 402, 407, 408, and 409 (27 hours)

HLED 226, 320, and 321 (9 hours)

EXSI 335 (3 hours)

Additional requirements: BIOL 203 and 204 (8 hours)

NOTE: BIOL 203 has prerequisite of BIOL 101 or BIOL 111, either with grade of “C” (2.00); or SAT Critical Reading of 500 AND SAT Math of 500; or ACT Composite score of 22, ACT English Subscore of 21, ACT Math Score of 18, and ACT Reading Score of 20; or TEAS Composite Score of 67. Also, BIOL 204 has prerequisite of BIOL 203 with grade of “C” (2.00) or permission of instructor.

The candidate must also complete the Professional Education minor consisting of Education 250 and 450; Psychology 303; and PHED 432 (must be taken in the semester prior to student teaching).

The student must present a current CPR/First Aid certification card as a course requirement for PHED 432.

NOTE: Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted to the Teacher Education Program. All candidates must be fully admitted into the Teacher Education Program a minimum of one full semester prior to the semester in which they student teach, ideally no later than the end of the first semester of the junior year.

SPORT PEDAGOGY (39 HOURS)

STUDENT LEARNING OUTCOMES

1. Students will know the physiological and psychological processes required for efficient sport performances.
2. Students will master the correct fundamental skills requisite for a variety of sport performances.
3. Students will be able to assess and evaluate the performance of others, both cognitive and physical.
4. Students will be able to effectively facilitate learning in sport settings.
5. Students will be able to establish a positive environment for a diverse population of students.
6. Students will be able to maintain a safe environment, and will possess the skills to provide appropriate first aid.

COURSE REQUIREMENTS

PHED 211, 235, 336, 341, 342, 401, 402, 407, 408, and 409 (30 hours)

EXSI 335 (3 hours)

HLED 323 (3 hours)

SPED 450 (3 hours)

NOTE: Each student is required to complete BIOL 101 in the general studies curriculum; PHED 407

has a prerequisite of BIOL 101; SPED 450 cannot be taken until the final semester of program coursework.

ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All students transferring under the Comprehensive Articulation Agreement must complete HLED 221 as part of the general education core curriculum.

MINOR FIELD OF STUDY DETAIL

RECREATION (18 HOURS)

The student must have an overall "C" average on all work counted toward the minor.

The following courses are required:

PHED 400 Community Recreation Programs (3 hours, Fall)

PHED 408 Organization and Administration of PE and Athletics (3 hours, Fall)

PHED 310 Outdoor Education (3 hours, Spring)

PHED 336 Theory and Techniques of Coaching (3 hours, Fall)

Choose 6 credit hours from the following:

PHED 331 Creative Movement (3 hours, Fall)

PHED 341 Theory and Techniques of Team Sports (3 hours, Fall)

PHED 342 Theory and Techniques of Individual and Dual Sports (3 hours, Spring)

PHED 402 Physical Education for Diverse Populations (3 hours, Spring)

PHED 303 Intramurals (2 hours, as needed)

PHED 309 Officiating (2 hours, as needed)

LEADERS PROGRAM OF PROFESSIONAL EXCELLENCE

All majors within the Physical Education, Wellness, and Sport Studies Department at Gardner-Webb University may elect to obtain a leadership certification for the LEADERS Program of Professional Excellence. LEADERS is an acronym used to categorize an array of academic and professional knowledge, skills and abilities (KSA's) in the categories of: Leadership, Ethics, Academics and Professional Roles, Diversity, Etiquette and Professional Disposition, Religion and Philosophy, and Service Learning and Community Outreach.

Students who choose to attain the LEADERS certification will, over the course of their tenure as PEWSS majors, collect evidences that demonstrate competence in each area and compile them in the form of an electronic portfolio. Evidences are assigned point values. Students must accumulate a minimum of fourteen (14) total points for certification. A minimum of two (2) points must be acquired for each category.

Candidate's attainment of competencies will be assessed and approved by full time faculty members of the PEWSS department. Each submission must include appropriate documentation

along with a written reflection.

Students who successfully complete the LEADERS program will be awarded a certificate of completion. They will also be recognized on awards day and receive a designation on their official transcript.

**See the PEWSS website and/or handbook for detailed guidelines for submission.*

Course Descriptions

Note: For activity courses (PHED 140-165) additional fees, equipment purchases, and/or activity-specific clothing requirements may apply.

FITNESS (PHED)

140 LOW IMPACT AEROBICS

1 semester hour

2-0-1.

141 HIGH IMPACT AEROBICS

1 semester hour

2-0-1.

142 AEROBIC WALKING

1 semester hour

2-0-1.

143 JOGGING

1 semester hour

2-0-1.

144 AEROBIC WATER SKILLS

1 semester hour

2-0-1.

145 WEIGHT TRAINING

1 semester hour

2-0-1.

146 MILITARY FITNESS

1 semester hour

2-0-1.

LIFETIME SPORTS (PHED)

150 TENNIS/BADMINTON

1 semester hour

2-0-1.

151 RACQUETBALL

1 semester hour

2-0-1.

152 RECREATIONAL DANCE

1 semester hour

2-0-1.

153 GOLF

1 semester hour

2-0-1.

154 GOLF AND BOWLING

1 semester hour

2-0-1.

155 SCUBA DIVING

1 semester hour

2-0-1.

156 TEAM SPORTS

1 semester hour

2-0-1.

157 SWIMMING

1 semester hour

2-0-1.

158 MARTIAL ARTS

1 semester hour

2-0-1.

159 SNOW SKIING

1 semester hour

2-0-1.

OUTDOOR ADVENTURE (PHED)**160 RAPPELLING/CLIMBING**

1 semester hour

FIELD EXPERIENCE REQUIRED. 2-0-1.

161 HIKING/ORIENTEERING

1 semester hour

FIELD EXPERIENCE REQUIRED. 2-0-1.

162 CAMPING SKILLS

1 semester hour

FIELD EXPERIENCE REQUIRED. 2-0-1.

163 CANOEING/WHITE WATER RAFTING

1 semester hour

FIELD EXPERIENCE REQUIRED. 2-0-1.

164 BACKPACKING SKILLS

1 semester hour

FIELD EXPERIENCE REQUIRED. 2-0-1.

165 ALPINE TOWER CHALLENGES

1 semester hour

2-0-1.

Physical Education (PHED)

211 INTRODUCTION TO PHYSICAL EDUCATION AND HEALTH EDUCATION

3 semester hours

An overview of physical and health education, with emphasis placed on history, philosophy, 21st century issues, and career opportunities. Both domestic and global perspectives will be examined. 3-0-3 (Fall)

213 LIFEGUARDING AND LIFEGUARDING INSTRUCTOR

3 semester hours

Emphasis on developing competencies in American Red Cross Lifeguarding skills, including CPR and first aid, and preparation for authorization as an ARC Lifeguarding Instructor. Students may receive certification in ARC Lifeguarding, CPR for the Professional Rescuer, including AED training, fundamentals of Instructor Training, and Lifeguard Instructor. Recommended for the student who is/was a certified lifeguard. The student is required to pass a proficiency test the first week of class to remain in the course. (Will substitute for Physical Dimensions of Wellness requirement) 3-1-3.

214 SWIMMING AND WATER SAFETY INSTRUCTOR

3 semester hours

Emphasis on development of swimming skills directed toward becoming an American Red Cross Water Safety Instructor. Students may receive certifications in ARC swimming, Fundamentals of Instructor Training, and preparation for authorization as an ARC Water Safety Instructor. The student is required to pass a proficiency test the first week of class to remain in the course. (Will substitute for Physical Dimensions of Wellness requirement) 3-1-3.

235 MOTOR LEARNING

3 semester hours

A study of basic concepts applicable to motor skill acquisition, motor control and motor development. Areas of study include variables effecting the learner (e.g., perception, attention, memory) and the learning environment (e.g., knowledge of results, practice, transfer of learning). 3-0-3. (Spring)

300 HEALTHFUL LIVING FOR ELEMENTARY EDUCATORS

3 semester hours

The integrated study of health, safety, and physical education in the elementary curriculum. The focus is on knowledge and application of healthful living concepts through the development of healthy lifestyle attitudes and behaviors which address the individual needs of students. A field experience is required. 3-1-3. (Spring)

Prerequisite: EDUC 250.

301 ELEMENTARY SCHOOL PHYSICAL EDUCATION

3 semester hours

Methods, materials and techniques for instruction in recognizing, identifying, and applying a planned, sequential program in elementary physical education. A field experience is required. 3-1-3. (Fall)

Prerequisite: EDUC 250.

309 OFFICIATING

2 semester hours

Theories and techniques, both general and sport specific, designed to orient the student to the field of sports officiating. A field experience is required. 2-1-2.

310 OUTDOOR EDUCATION

3 semester hours

Designed to provide the student with practical knowledge as it relates to camping, hiking, backpacking and related basic wilderness survival skills. Fees may apply. A field experience is required. 3-1-3.

331 CREATIVE MOVEMENT (K-12)

3 semester hours

Methods, materials and techniques for teaching movement and dance on the K-12 level. Emphasis is on creativity through movement exploration and dance. 3-0-3. (Fall)

336 THEORY AND TECHNIQUES OF COACHING

3 semester hours

An examination of issues relating to the coaching profession, including recruiting, motivation, ethics, public relations, and administrative responsibilities. 3-0-3. (Fall, even years)

341 THEORY AND TECHNIQUES OF TEAM SPORTS

3 semester hours

Methods, theories and techniques for teaching volleyball, softball, football, soccer and basketball on the K-12 level. 3-0-3. (Fall)

342 THEORY AND TECHNIQUES OF INDIVIDUAL AND DUAL SPORTS

3 semester hours

Methods, theories and techniques for teaching developmental gymnastics, tennis, track and field, badminton and golf on the K-12 level. 3-0-3. (Spring)

400 COMMUNITY RECREATION PROGRAMS

3 semester hours

A survey of the recreation field with respect to philosophies, practices, work settings, trends, knowledge bases and skills and employment opportunities. 3-0-3. (Fall)

401 PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY

3 semester hours

This course examines various psychological parameters which influence sport behavior and performance. 3-0-3. (Fall, odd years)

402 PHYSICAL EDUCATION FOR DIVERSE POPULATIONS

3 semester hours

A study of the instruction of physical education and healthy activity for diverse populations. These populations include the handicapped, the young, the elderly, the disadvantaged, and other groups. Field experience required. 3-1-3 (Spring)

Prerequisite: EDUC 250.

407 SCIENTIFIC PRINCIPLES FOR PHYSICAL EDUCATION AND SPORT PEDAGOGY

3 semester hours

A study of the responses and adaptations of the cardiorespiratory, muscular, neural, and energy systems to aerobic and anaerobic exercise, the principles of nutrition and ergogenic aids focusing on
strategies for teaching these principles in non-clinical physical education and sport pedagogy settings. 3-0-3 (Fall)

408 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION AND ATHLETICS

3 semester hours

The study and application of various administrative issues involved in the fields of athletics and physical education. 3-0-3. (Fall)

409 TESTS AND MEASUREMENTS

3 semester hours

The study of various tests and measurements used for assessment in health and physical education programs, with special attention given to elementary statistical procedures, test administration and principles of grading. 3-0-3. (Spring)

430 SPECIAL TOPICS IN HEALTH AND PHYSICAL EDUCATION

1-3 semester hours (variable)

Specialized study in selected areas of the health and/or physical education disciplines. Course content will vary and may, at times, include travel and/or field experiences. Content will reflect current practices in the field and student interest and need. Offered as needed.

432 SEMINAR FOR PHYSICAL EDUCATORS AND HEALTH EDUCATORS

1 to 6 semester hours each semester

Methods, materials, theory, practice, and program development in teaching physical and health education on the K-12 level. (Must be taken the semester immediately prior to student teaching.) 3-0-3. (Fall, Spring)

495, 496 INDEPENDENT STUDY

1 to 6 semester hours each semester

Designed to enable a student to undertake a specific research or intern project of professional interest and need. Departmental approval required.

Health (HLED)

221 DIMENSIONS OF PERSONAL HEALTH

3 semester hours

The study of scientifically based, accurate, and current information relating to the development and maintenance of a life-long plan for personal health and wellness. 3-0-3. (Fall, Spring)

226 HEALTH EDUCATION FOR THE SCHOOL HEALTH EDUCATOR

3 semester hours

This course provides an overview of content areas and skills related to comprehensive school health education for students who wish to become teachers. Topics include concepts related to health and health education, health skills, the six CDC priority risk behaviors, and traditional content areas and skills in comprehensive school health education. Emphasis will be placed on core content knowledge and health skills prospective teachers need to deliver health instruction and be healthy role models for their students. Field Experience Required. 3-1-3 (Spring)

Prerequisites: EDUC 250 or Consent of Instructor.

320 COMPREHENSIVE HEALTH EDUCATION

3 semester hours

This course provides students with the knowledge and skills necessary to plan and implement a sequential curriculum of salient health topics for students K-12. The purpose is to prepare students to promote the development of health knowledge, health-related skills and behaviors, and positive health attitudes leading to improved health status and quality of life for school aged children. Field experience required. 3-1-3 (Fall)

Prerequisite: EDUC 250.

321 TEACHING METHODS FOR HEALTH EDUCATION

3 semester hours

This course prepares students to meet competencies in methodology necessary for teaching K-12 health. The course focuses on the coordinated school health program, the national health education standards, health literacy, pedagogy, and student assessment strategies. Teaching resources for the 21st Century teacher are explored. Field experience required. 3-1-3 (Spring).

Prerequisite: EDUC 250 and HLED 320 or permission of the department.

323 FIRST AID/CPR WITH INSTRUCTOR CERTIFICATION

3 semester hours

A course designed to provide the citizen responder with knowledge and skills necessary to help sustain life and minimize pain and the consequences of injury or sudden illness. The course also prepares students for instructor certification. Includes American Red Cross basic and instructor certification in First Aid/CPR/AED. Additional fee required for certification. Field experience required. 3-1-3 (Fall, Spring)

495, 496 INDEPENDENT STUDY

1 to 6 semester hours each semester

Designed to enable a student to undertake a specific research or intern project of professional

interest and need. Departmental approval required.

SPORT PEDAGOGY (SPED)

450 PRACTICAL EXPERIENCE IN SPORT INSTRUCTION

3 semester hours

This course requires the student to refine and to demonstrate competence in sport instruction. Emphasis is placed on instructional expertise, ethical conduct, and professional behavior. This course

includes 50 hours of practicum in a select sport-instruction setting, as well as regular class meetings,

the development of a portfolio, and formal presentation. Based on placement, background check

and other fees may apply. 2-4-3. (Spring)

Prerequisite: All coursework in the program completed or in progress during semester of enrollment.

Department of Religious Studies and Philosophy

FACULTY

Chair: Professor E. Stepp

Professors: D. Berry, K. Blevins, P. Hildreth, P. Qualls

Associate Professors: J. Collins, S. Shauf

Instructor: J. Webb

MISSION STATEMENT

Within the context of a Christian liberal arts tradition, our mission in both graduate and undergraduate education is to provide an atmosphere of open inquiry, honesty, and integrity where issues of religious understanding, faith, practice, and philosophy can be explored. Our intention is to prepare lifelong learners who are self-aware, critical and analytical thinkers, committed to a life of service with and for God and humanity.

GOALS

To assist both undergraduate and graduate students in achieving:

1. An appreciation for the Judeo-Christian tradition in the context of a liberal arts tradition;
2. A developing spiritual life that integrates the physical, mental, psychological, and social dimensions of life;

3. An ability to think, to reason, and to communicate with critical awareness in the context of religious studies and philosophy;
4. An ability to translate critical thinking into responsible life choices;
5. A commitment to the pursuit of life-long learning; and
6. Preparation for pursuing advanced studies and professions related to serving God and humanity

STUDENT LEARNING OUTCOMES

Students who choose one of the six majors offered by the Department of Religious Studies and Philosophy will demonstrate:

1. basic skills in biblical interpretation and exegesis, and
2. skills in critical thinking, and written and oral communication.

Student learning outcomes specific to each major offered by the Department are described in the appropriate sections that follow.

MAJOR FIELDS OF STUDY

The Department offers the following majors leading to the Bachelor of Arts degree:

Biblical Studies

Discipleship Studies

Youth Discipleship Studies

Philosophy and Theology

World Religions

Missiology

The Department also offers a second major in Religious Studies with each of the options listed above.

MINOR FIELDS OF STUDY

Biblical Studies

Biblical Languages

Discipleship Studies

Youth Discipleship Studies

Philosophy and Ethics

World Religions

Missiology

Christian History

MAJOR FIELDS OF STUDY DETAIL

The Department of Religious Studies and Philosophy requires 39 hours of courses beyond core

requirements.

Though not required for every major, the Department recommends that RELI 245 be taken as part of the Global Heritage general education requirement and that RELI 354 be taken as part of the Oral Communication general education requirement. All majors in the Department take RELI 101 and 102 or equivalents as part of the University general education requirement. RELI 101 and RELI 102 are required in order for students to take upper level Bible classes. The Department recommends that these two courses be completed before taking upper-level courses in the Department.

The Religious Studies Association is the departmental club established to benefit religion majors and other interested students/faculty by providing additional opportunities for learning and service in the field of Religious Studies. All students majoring in the Department are required to attend four of the six yearly meetings. Students who excel in Religious Studies may be invited to become a member of the University chapter of Theta Alpha Kappa, a national honor society.

DEPARTMENT FOUNDATIONAL COURSES (9 HOURS)

All majors are required to take three of the following four courses:

RELI 271, RELI 321, RELI 333, PHIL 200

The nine hours of foundational courses above will be combined with six hours of departmental electives (except for the Language option of the Biblical Studies major, which requires three hours of departmental electives), a threehour seminar requirement, and 21 additional hours in the area of one's selected major for a total of 39 hours to complete the major, as outlined below:

BIBLICAL STUDIES MAJOR (39 HOURS)

STUDENT LEARNING OUTCOMES:

Students will demonstrate:

1. either:
 1. (Language option) an advanced competency in both Koine Greek and biblical Hebrew; or
 2. (Non-Language option) an intermediate competency in either Koine Greek or biblical Hebrew,
2. an in-depth understanding of the literature of the Old and New Testaments,
3. an understanding of the cultural context from which the languages and literature come, and
4. the ability to do critical research in Biblical Languages and Literature and to give clear, substantive oral and written reports of such research.

COURSE REQUIREMENTS

Department foundational courses (see above – 9 hours)

RELI 351 or RELI 352 (3)

Language or Non-Language options – choose one:

Language:

Biblical Languages (15)

Either HEBR 101, 102, 201, 202, GREK 202 (with the general education core requirement of GREK 101, 102, 201) or GREK 101, 102, 201, 202, HEBR 202 (with the general education core requirement of HEBR 101, 102, 201)

Biblical Studies – OT (3)

RELI 302, 303, 306, or 307 (select one)

-Prerequisite: RELI 101

Biblical Studies – NT (3)

RELI 311, 312, 314, 316, or 317 (select one)

- Prerequisite: RELI 102

Seminar – (3)

RELI 490

- Note: This course should be taken in one of the student's final two semesters.

Departmental electives – (3)

Non-Language:

Biblical Studies – OT (6 or 9: if the biblical language is Hebrew, only 6 OT hours are required)

RELI 302, 303, 306, 307, or HEBR 202 (select three)

- Prerequisite: RELI 101

Biblical Studies – NT (6 or 9: if the biblical language is Greek, only 6 NT hours are required)

RELI 311, 312, 314, 316, 317, or GREK 202 (select three)

- Prerequisite: RELI 102

Practicum / Internship (3)

RELI 358 or 397 (select one)

Seminar – (3)

RELI 490

-Note: This course should be taken in one of the student's final two semesters.

Departmental electives – (6)

Additional requirement: students must take nine hours from a biblical language as part of the general education language requirement.

DISCIPLESHIP STUDIES MAJOR (39 HOURS)

NOTE: Students who choose to major in Discipleship Studies will NOT be eligible for North Carolina Legislative Tuition Grant funds.

STUDENT LEARNING OUTCOMES:

Students will demonstrate:

1. an understanding of basic principles of Christian discipleship among various age groups,
2. an understanding of leadership and administration principles for effective discipleship processes,
3. an understanding of the various contexts in which discipleship practices arise, and
4. critical reflection and analysis in the field of discipleship studies and an ability to give clear, substantive oral and written reports of said reflection and analysis.

COURSE REQUIREMENTS

Department foundational courses (see above – 9 hours)

Biblical Studies – OT (3)

RELI 302, 303, 306, or 307 (select one)

- Prerequisite: RELI 101

Biblical Studies – NT (3)

RELI 311, 312, 314, 316, or 317 (select one)

- Prerequisite: RELI 102

Discipleship (12)

RELI 370

RELI 374, 375, or 377 (select two)

RELI 376 or 373 (select one)

Practicum / Internship (3)

RELI 358 or 397 (select one)

Seminar (3)

RELI 490

- Note: This course should be taken in one of the student's final two semesters.

Departmental electives (6)

Recommended: that students take RELI 245 as part of Global Heritage general education requirement.

YOUTH DISCIPLESHIP STUDIES MAJOR (39 HOURS)

NOTE: Students who choose to major in Youth Discipleship Studies will NOT be eligible for North Carolina Legislative Tuition Grant funds.

STUDENT LEARNING OUTCOMES:

Students will demonstrate:

1. an understanding of basic principles of youth discipleship in a Christian context,
2. an understanding of basic principles of Christian discipleship among other age groups,
3. an understanding of leadership and administration principles for effective youth discipleship processes,
4. an understanding of the various contexts in which youth discipleship practices arise, and
5. critical reflection and analysis in the field of youth discipleship studies and an ability to give clear, substantive oral and written reports of said reflection and analysis.

COURSE REQUIREMENTS

Department foundational courses (see above – 9 hours)

Biblical Studies – OT (3)

RELI 302, 303, 306, or 307 (select one)

- Prerequisite: RELI 101

Biblical Studies – NT (3)

RELI 311, 312, 314, 316, or 317 (select one)

- Prerequisite: RELI 102

Discipleship (12)

RELI 373, 374 or 377 (select one)

RELI 370, 375, and 376

Practicum / Internship (3)

RELI 358 or 397 (select one)

Seminar (3)

RELI 490

- Note: This course should be taken in one of the student's final two semesters.

Departmental electives (6)

Recommended: that students take RELI 245 as part of Global Heritage general education requirement.

PHILOSOPHY AND THEOLOGY MAJOR (39 HOURS)

STUDENT LEARNING OUTCOMES:

Students will be able:

1. to identify and develop the critical tools necessary for the disciplined exploration of

- biblical studies, Christian history and thought, religious education, and related disciplines,
2. to list and discuss significant writers, literature, methodology, and the unique shape of the various disciplines in the field of philosophy and theology,
 3. to do critical research in religious study and philosophical study and to give clear, substantive oral and written reports of such research, and
 4. to move to advanced levels of study in the area of religious thought and philosophy.

COURSE REQUIREMENTS

Department foundational courses (see above – 9 hours)

World Religions (3)

RELI 346, 347, 348, 349, or 350 (select one)

Biblical Studies

RELI 352 (3)

- Prerequisite: RELI 101 and 102

Christian History (3)

RELI 322, 323, 324, 325, 327, or 328 (select one)

Philosophy / Ethics (9)

PHIL 201, RELI 341, PHIL 337, PHIL 338, or PHIL 380 (select three)

Theology (3)

RELI 306 or 314 (select one)

Seminar (3)

RELI 490

- Note: This course should be taken in one of the student's final two semesters.

Departmental electives (6)

Recommended: that students take RELI 245 as part of Global Heritage general education requirement.

WORLD RELIGIONS MAJOR (39 HOURS)

STUDENT LEARNING OUTCOMES:

Students will demonstrate:

1. an understanding of the historical development of the major world religions,
2. an understanding to the worldview of the major world religions,
3. an understanding of how the major world religions live out their faith,
4. a basic understanding of the primary sacred texts of the major world religions, and
5. an understanding of how contemporary world events are often shaped by religious convictions and traditions.

COURSE REQUIREMENTS

Department foundational courses (see above – 9 hours)

PHIL 337 and RELI 328 (6)

World Religions (15)

RELI 347, 348, 349, 350, and 378

Seminar (3)

RELI 490

- Note: This course should be taken in one of the student's final two semesters.

Departmental electives (6)

Additional requirements: students must take RELI 245 as part of Global Heritage general education requirement and RELI 354 as part of Oral Communication general education requirement.

MISSIOLOGY MAJOR (39 HOURS)

STUDENT LEARNING OUTCOMES:

Students will understand and utilize:

1. the biblical basis for Christian mission,
2. the history, heritage and theology of Christian mission,
3. contemporary world religions, political situations and world views with which the Christian mission enterprise must relate,
4. the most current strategies/methodologies used by mission organizations, and
5. the ability to do critical research in Christian mission and to give clear, substantive oral and written reports on such research.

COURSE REQUIREMENTS

Department foundational courses (see above – 9 hours)

Missiology (12)

RELI 243, 326, 328, and 378

World Religions (3)

RELI 347, 348, 349, or 350 (select one)

Biblical Studies / Discipleship Studies (3)

RELI 302, 303, 306, 307, 311, 312, 314, 316, 317, 370, 373, 374, 375, or 377 (select one)

- Prerequisite: RELI 101 is required for upper level Old Testament classes and RELI 102 is required for upper level New Testament classes.

Seminar (3)

RELI 490

- Note: This course should be taken in one of the student's final two semesters.

Practicum / Internship (3)

RELI 358 or 397 (select one)

Departmental electives (6)

Additional requirements: students must take RELI 245 as part of Global Heritage general education requirement and RELI 354 as part of Oral Communication general education requirement.

SECOND MAJOR FOR STUDENTS WHOSE FIRST MAJOR IS FROM OUTSIDE THE DEPARTMENT (33 HOURS)

A second major for a student whose first major is in a department other than the Department of Religious Studies and Philosophy shall meet all requirements in the second major area except for the hours designated for departmental electives. The total hour requirement is 33 hours, except for the biblical studies major with language option, which requires a total of 36 hours since it contains 3 hours rather than 6 hours of elective credit.

SECOND MAJOR WITHIN THE DEPARTMENT (30 HOURS)

A second major in the Department of Religious Studies and Philosophy for a student whose first major is within the Department shall consist of 30 hours. All requirements in the second major area must be met except for the foundational course requirement of 9 hours. The seminar requirement applies to each major; thus RELI 490 must be taken twice. In the case of two majors that both require either a practicum or internship (RELI 358 or RELI 397), one course will meet the requirement for both majors. The other three hours will be substituted with an elective course (3 hours). In every case for students with two majors within the Department, the first major will total 39 hours and the second major will total 30 hours.

MINOR FIELDS OF STUDY DETAIL

The Department does not require a minor. If a major in the Department chooses to minor within the Department, the minor must be in an area other than that of the major.

BIBLICAL STUDIES (15 HOURS)

RELI 351 or 352, plus 3 hours of Old Testament (select one from RELI 302, 303, 306, or 307), plus 3 hours of New Testament (select one from RELI 311, 312, 314, 316, or 317), plus 6 additional hours from any of the aforementioned courses or any HEBR or GREK courses.

BIBLICAL LANGUAGES (15 HOURS)

Select 9 hours of Greek, 6 hours of Hebrew, or select 9 hours of Hebrew, 6 hours of Greek.

DISCIPLESHIP STUDIES (15 HOURS)

Any combination of Discipleship Studies courses.

MISSIOLOGY (15 HOURS)

RELI 243, 326, 328, and 378, plus one from among RELI 347, 348, 349, or 350.
RELI 245 required as part of University general education requirement.

WORLD RELIGIONS (15 HOURS)

Select 12 hours from among RELI 347, 348, 349, 350, 378 plus three additional hours from among the course offered by the Department. RELI 245 required as part of University general education requirements.

PHILOSOPHY AND ETHICS (15 HOURS)

PHIL 200 and PHIL 201, plus 9 hours from among the following:

PHIL 337, PHIL 338, PHIL 380, RELI 341, or RELI 342

YOUTH DISCIPLESHIP (15 HOURS)

Required courses include RELI 375, 376, PSYC 302, and either PSYC 425 or PSYC 440, plus a practicum or internship related to Youth Discipleship.

CHRISTIAN HISTORY (15 HOURS)

RELI 321, if not already taken, plus additional courses from among the following for a total of 15 hours: RELI 322, 323, 324, 325, 327, or 328.

ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All students transferring under the Comprehensive Articulation Agreement must complete a foreign language through the Intermediate I level (201).

Course Descriptions

Religious Studies

101 INTRODUCTION TO THE OLD TESTAMENT

3 semester hours

An introduction and survey of the Old Testament focusing upon the history, literature, and faith of the people of Israel and its contemporary relevance. 3-0-3. (Offered each semester.)

102 INTRODUCTION TO THE NEW TESTAMENT

3 semester hours

An introduction and survey of the New Testament focusing upon the history, literature and faith that gave rise to Christianity and its contemporary relevance. 3-0-3. (Offered each semester.)

243 GROWTH AND REVIVAL IN THE CHRISTIAN CHURCH

3 semester hours

A survey of the major global movements of church growth from the New Testament period to the

present day. 3-0-3. (Fall, odd years)

245 RELIGION AND CULTURE IN A GLOBAL PERSPECTIVE

3 semester hours

The course will explore the relationship between selected cultures of the world and the religious ideas and concepts which inform them. It will examine the impact of religion on culture, as well as the role which culture has played in shaping religious traditions. 3-0-3. (Offered each semester)

271 SPIRITUAL FORMATION

3 semester hours

An exploration of personal and spiritual development through self-reflection, selfawareness and theological reflection. Attention will be given to biblical foundations, spiritual disciplines, and Christian classics. 3-0-3. (Offered each semester)

302 THE SACRED WRITINGS

3 semester hours

A study of Hebrew poetry and selections of wisdom literature with special reference to its significance in the faith of ancient Israel. 3-0-3. (Fall, even years)

Prerequisite: RELI 101

303 OLD TESTAMENT PROPHETS

3 semester hours

A survey of prophecy in Israel with attention given to the historical settings of the individual prophets and to the relevance of their message. 3-0-3. (Spring, even years)

Prerequisite: RELI 101

306 OLD TESTAMENT THEOLOGY

3 semester hours

An exploration of Old Testament theological themes. 3-0-3. (Spring, odd years)

Prerequisite: RELI 101

307 STUDIES IN THE PENTATEUCH

3 semester hours

A critical evaluation of the nature, background, structure, and message of the Pentateuch. 3-0-3.

(Fall, odd years)

Prerequisite: RELI 101

311 SYNOPTIC GOSPELS

3 semester hours

A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. 3-0-3. (Fall, odd years)

Prerequisite: RELI 102

312 LIFE AND LETTERS OF PAUL

3 semester hours

A study of Paul's life and thought as presented in his Epistles. 3-0-3. (Spring, even years)

Prerequisite: RELI 102

314 NEW TESTAMENT THEOLOGY

3 semester hours

A study of certain key concepts of the New Testament which made a contribution to the faith of the Early Church. 3-0-3. (Fall, even years)

Prerequisite: RELI 102

316 THE WRITINGS OF JOHN

3 semester hours

A study of the background and interpretation of the Fourth Gospel, the Epistles of John, and the Book of Revelation. 3-0-3. (Fall, even years)

Prerequisite: RELI 102

317 THE GENERAL EPISTLES AND HEBREWS

3 semester hours

A study of the background, theology, and exegesis of James, I and II Peter, Jude, and Hebrews. 3-0-3. (Spring, odd years)

Prerequisite: RELI 102

321 INTRODUCTION TO CHRISTIAN HISTORY

3 semester hours

*A study of the history of the Christian church from the first century to the present day. 3-0-3
(Offered each spring)*

322 EARLY AND MEDIEVAL CHRISTIANITY

3 semester hours

A survey of the most significant institutional, theological and social developments in the history of the Christian church from the first century through the latter Middle Ages. 3-0-3. (Fall, even years)

323 MODERN CHRISTIANITY

3 semester hours

*Beginning with the Reformation this course is descriptive of church history to the present. 3-0-3.
(Spring, even years)*

324 AMERICAN CHRISTIANITY

3 semester hours

A historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. 3-0-3. (Spring, even years)

325 BAPTIST HERITAGE

3 semester hours

A study of the Baptists' story as well as those convictions and movements which have shaped their life. 3-0-3. (fall, odd years)

326 INTRODUCTION TO MISSIOLOGY

3 semester hours

A wide-ranging exploration of the Christian mission, including the background and current status of missions, the strategies and methods of cross-cultural missions and evangelism, and key issues in missions discussion. 3-0-3. (Spring, even years)

327 THE RENAISSANCE AND REFORMATION

3 semester hours

An exploration of the major religious, social, intellectual and political changes in Western Europe from the late Middle Ages to the close of the sixteenth century. Particular emphasis is given to the relationship between Italian Humanism and the Protestant Reformation and to the continuity

of the movement for Ecclesiastical Reform throughout the period. 3-0-3. (Spring, odd years)

328 GLOBAL CHRISTIANITY

3 semester hours

A study of the various expressions of Christianity in the 21st century. 3-0-3 (Fall, odd years)

333 CHRISTIAN THEOLOGY

3 semester hours

*An introduction to the history, methods, and principal topics of Christian theology. 3-0-3.
(Offered each Spring)*

341 CHRISTIAN ETHICS

3 semester hours

A systematic study of the nature of morality; a defense of "Christian" ethics; and exploration of principles of Biblical ethics. Specific contemporary ethical issues provide the backdrop for discussions. 3-0-3. (offered each fall)

342 CHRISTIAN PERSPECTIVES TOWARD VIOLENCE

3 semester hours

The course will explore current and historical attitudes of Christians toward violence, including biblical and theological bases for a specifically Christian response to violence. 3-0-3 (Fall, even years)

346 WORLD RELIGIONS

3 semester hours

An introduction to Judaism, Islam, Hinduism, Buddhism, and the religions of China and Japan. 3-0-3. (On demand)

347 RELIGIONS OF INDIA

3 semester hours

This course will introduce the students to the historical, theological, and practical developments of religions that emerged in India. The course will focus on important events, movements, and figures that helped shape contemporary Hinduism and Buddhism. Jainism and Sikhism will be addressed in the course. Students will be challenged to explore Christian approaches to these religions. 3-0-3 (Fall, even years)

348 RELIGIONS OF CHINA AND JAPAN

3 semester hours

This course will introduce the students to the historical, theological, and practical, developments of religions that emerged in China and Japan. The course will focus on important events, movements, and figures that helped shape contemporary religious traditions in China and Japan. Chinese Traditional Religion, Taoism, Confucianism, Shinto and Buddhism will all be addressed in this course. Students will be challenged to explore Christian approaches to these religions. 3-0-3 (Spring, odd years)

349 INTRODUCTION TO JUDAISM

3 semester hours

This course will introduce the historical, theological, and practical developments in Judaism. The course will focus on important events, movements, and figures that helped shape contemporary Judaism. Students will be challenged to explore Christian approaches to Judaism. 3-0-3 (Spring, even years)

350 INTRODUCTION TO ISLAM

3 semester hours

This course will introduce the students to the historical, theological, and practical developments in Islam. The course will focus on important events, movements, and figures that helped shape contemporary Islam. Students will be challenged to explore Christian approaches to Islam. 3-0-3 (Fall, odd years)

351 BIBLICAL BACKGROUNDS

3 semester hours

A survey of the history and environment of the biblical world presented either as a travel-study course to the Near East or as a regular lecture course on the campus. Lecture-Travel-3 or 3-0-3. (Fall, odd years)

Prerequisite: RELI 101 and 102

352 BIBLICAL INTERPRETATION

3 semester hours

The purpose of this course is to engage students in a study of the theory and practice of biblical interpretation throughout Christian history and in contemporary Christianity. Students will consider traditional approaches to the study of scripture, challenges to those approaches and alternative proposals offered since the Enlightenment, and contemporary ways of interpreting scripture. Students will also study issues relating to the inspiration and authority of scripture and to the contemporary use of scripture in theology, ethics, and broader Christian living. A central aspect of the course will be students' own engagement with the Bible in actual exegetical

practice. 3-0-3 (Spring, even years)

Prerequisite: RELI 101 and RELI 102

354 ORAL COMMUNICATION IN A CHRISTIAN CONTEXT

3 semester hours

Guided readings and practice in the preparation and delivery of effective sermons. 3-0-3. (Every fall)

Prerequisite: Six hours of religious studies courses.

358 PRACTICUM

3 semester hours

An introduction to the many facets of applying religious studies in practical settings. The course combines reading, discussion, lectures, and reflection, as well as guided experience in a setting approved by the instructor. 2-supervised experience-3. (Offered each spring semester.)

Prerequisite: Application to and approval of the instructor.

370 HISTORY AND PHILOSOPHY OF RELIGIOUS EDUCATION

3 semester hours

An inquiry into the biblical, theological, philosophical, and historical foundations for the practice of Christian education. 3-0-3. (Spring, even years.)

373 CHURCH LEADERSHIP

3 semester hours

An inquiry into the practice of leadership in Christian churches. The course will examine the philosophy of Christian leadership, models of leadership in communities of faith, the relationship of personal leadership styles and congregational climates, change and conflict management, and common church leadership tasks and traps. 3-0-3. (Offered fall, odd years.)

374 PRESCHOOL AND CHILDREN DISCIPLESHIP

3 semester hours

A study of principles and strategies of effective Christian discipleship processes with preschoolers and children, including the study of historical, current, and emerging models. As a part of the course, students will observe preschoolers and children and will practically apply principles for the course in real discipleship settings. 3-0-3 (Spring, odd years)

Prerequisite: RELI 101 and RELI 102

375 YOUTH DISCIPLESHIP

3 semester hours

This course is a basic introduction to youth ministry, including the study of current trends in the field, characteristics of youth, methods for reaching and teaching youth. Included will be opportunities for practical ministry experiences, observing others in youth ministry, and studying resources, programs, and activities for effective youth ministry. 3-0-3. (Fall, odd years.)

376 ADVANCED YOUTH DISCIPLESHIP

3 semester hours

This course advances and further develops youth discipleship studies offered in RELI 375 - Youth Discipleship, integrating both academic and practical forms of discipleship. The course investigates tools necessary to disciple youth and includes opportunities for engaging students in their cultural settings, evaluating different denominational approaches to youth discipleship, publishing in a professional journal, and analyzing and studying resources in discipling youth. 3-0-3 (Spring, even years)

377 ADULT DISCIPLESHIP

3 semester hours

A study of principles and strategies of effective Christian discipleship with adults, including the study of the historical, current, and emerging models. As a part of the course, students will observe and participate in practical application of the course content. 3-0-3 (Fall, even years)

Prerequisite: RELI 101 and RELI 102

378 CONTEMPORARY RELIGIOUS MOVEMENTS

3 semester hours

This course will introduce students to the emergent religious movements that have made their mark on the United States and Europe since 1800. The historical foundations and religious beliefs of selected groups will be addressed. The course will also discuss the impact that such movements have had in the United States and Europe. 3-0-3. (Spring, odd years)

380 SELECTED TOPICS IN RELIGIOUS STUDIES

1 to 3 semester hours

387 ISSUES IN SCIENCE AND RELIGION

3 semester hours

An interdisciplinary examination of issues which arise at the interface between science and

religion. A discussion of the nature of science and religion, ways of relating the two, and historical background will be followed by an exploration of specific topics of contemporary interest. 3-0-3. (Spring, odd years)

397 INTERNSHIP

3 semester hours

A minimum of ten weeks spent in full-time (30+ hours/week) supervised service in a setting approved by the instructor. The course combines reading, reflections, and guided experience. 0-practical experience-3. (Offered each summer as a 10-week course.)

Prerequisite: Application to and approval of the instructor.

490 SENIOR SEMINAR

3 semester hours

Through directed readings, discussions, and research, the course provides an integrative exploration of concepts or issues from various disciplines within the Department. Senior standing required. 3-0-3 (Offered each semester)

Prerequisite: RELI 101, RELI 102 and three of the following: RELI 271, RELI 333, RELI 321 and PHIL 200 or equivalents.

495 INDEPENDENT STUDY

3 semester hours

A course consisting of guided readings, independent research, conferences with the supervising professor, and the production of a final paper reflecting the student's synthesis of readings, research and conferences. The final paper shall become part of the holdings of the Dover Library. 0-Independent Study-3. (On demand)

Philosophy

200 INTRODUCTION TO PHILOSOPHY

3 semester hours

An introduction to the major types of philosophy (schools and movements) and the principal problems and questions of human existence. 3-0-3. (Offered each fall)

201 AN INTRODUCTION TO LOGIC

3 semester hours

An introduction to classical and contemporary logic, emphasizing argumentation and reasoning.

Attention to language and its relation to philosophical problems. Examination of the formal laws of valid thought and fallacies found in ordinary discourse. 3-0-3. (Spring, odd years)

337 PHILOSOPHY OF RELIGION

3 semester hours

An introduction to selected issues raised through a philosophical investigation of religion including, but not confined to, the nature of religious language, the existence of God, the problem of evil, fideism, revelation, and the challenge of the religions of the world. 3-0-3. (Fall, odd years)

Prerequisite: PHIL 200 or permission of the instructor.

338 EPISTEMOLOGY

3 semester hours

Survey in the traditional problems in epistemology, including the nature of human knowledge, the relations between knowledge and true belief, and the nature of rationality and justification. Also includes a section on the rationality of religious belief. 3-0-3 (Spring, even years)

Prerequisite: PHIL 200 or permission of the instructor.

380 SELECTED TOPICS IN PHILOSOPHY

3 semester hours

(On demand)

Prerequisite: PHIL 200 or permission of the instructor.

Department of Social Sciences

FACULTY

Chair: Professor T. Vanderburg

Professors: D. Ellington, R. Munoz, D. Yelton

Associate Professors: M. Kuchinsky, D. Sykes

Assistant Professors: J. Moore, E. Amato

Instructor: B. Cox, D. Schronce

MISSION STATEMENT

In conjunction with the University's mission as an institution of Christian, liberal arts-based higher education, the Social Sciences Department at Gardner- Webb strives to facilitate student development of the intellectual skills needed to understand and explain significant issues in the

realms of politics, society, and the human past.

GOALS

To provide for all its students, both in core and upper level courses:

1. an awareness of the major social, political, and historical contexts of various world cultures both past and present, and
2. the intellectual skills and attitudes needed to understand and function effectively in contemporary society.

To provide students in its major and minor programs with:

1. preparation for careers such as teaching, research, social work or governmental service, and
2. a foundation for continued study in graduate or professional schools.

For students in the Social Studies secondary licensure program, to:

1. provide assurance that the candidate acquires an understanding of the social, political, geographical, economic, and religious forces operating in society;
2. provide in-depth preparation in history and the social sciences plus an intensive study in one or more of the major disciplines;
3. provide for development of the social studies skills required in formulating objectives, selecting content, using effective teaching strategies and evaluating learning; and
4. instill in the candidate an awareness of the need for continuing education and professional development.

STUDENT LEARNING OUTCOMES

A student who chooses to major in a field of study offered by the department will demonstrate:

1. a depth of content knowledge in the major discipline;
2. effective research skills relevant to the major discipline;
3. the ability to identify and analyze significant issues in the major discipline; and
4. effective writing and oral communication skills.

MAJOR FIELDS OF STUDY

The department offers seven majors leading to the Bachelor of Arts degree:

Global Studies

History

History with Teacher Licensure (Secondary)

Political Science
Social Sciences
Social Sciences with Teacher Licensure (Secondary)
Sociology

MINOR FIELDS OF STUDY

Global Studies
History
Criminal Justice
Political Science
Social Sciences
Sociology

MAJOR FIELDS OF STUDY DETAIL

NOTE: A student who elects to take HIST 245, POLS 202, or ECON 203 as part of the American Heritage Dimension of the university's core curriculum may count that course(s) toward meeting relevant major requirements. However, only three hours of credit will be awarded for each course taken.

NOTE: With prior consent of the department chair, Honors 400 (Honors Research) and Honors 401 (Senior Honors Thesis) may be used to satisfy 6 of the 30-33 hours required for departmental majors in History, Political Science, Sociology, and Social Science.

NOTE: A complete description of the Global Studies program can be found at the conclusion of the Department of Social Sciences section of the catalog.

GLOBAL STUDIES (39 HOURS , MINIMUM)

- SSCI 205 (3 hours)
- POLS 311 (3 hours)
- Language Study (Two courses of a language beyond the minimum general education requirements for French, German, or Spanish) (6 hours)
- Concentrations (The student will select to concentrate in either "Global Systems", "Regional Studies", or "Intercultural Studies". At least three courses will be taken in one concentration, with at least one course being taken in the remaining concentrations. Minimum requirements fluctuate on account of laboratory expectations in environmental science courses. Consult with Global Studies Coordinator on applicable courses across GWU departments.) (21 hours minimum)
- International Experience or Internship (Consult with Global Studies Coordinator) (3 hours)
- GLST 490 (3 hours)

HISTORY (33 HOURS)

All courses selected must be at or above the 200 level (except GEOG 102) and include:
HIST 200 (should be taken during the sophomore year prior to taking any 300 or 400 level course) (3 hours)
American history electives (a minimum of 9 hours)
Non-American history electives, including at least one non-Western course (a minimum of 9 hours)

The required minor may be selected from any of the university offerings.

HISTORY WITH TEACHER LICENSURE (33 HOURS)

All courses selected must be at or above the 200 level and include:

Minimum 9 hours US History (must include HIST 244-245: US History Survey)
Minimum 9 hours European History (must include one pre-19th Century course)
Minimum 3 hours Non-Western (POLS 311: Comparative Politics, POLS 351: Politics of Developing Areas, POLS 352: African Politics, POLS 353: Middle Eastern Politics, POLS 355: Asian Politics, POLS 401: Comparative Political Economy or relevant POLS 430: Special Topics, or RELI 346: World Religions, GEOG 102 World Regional Geography, POLS 311)
9 hours HIST electives (may include up to six hrs. of other non-Western courses listed above)
3 hrs. Methods (HIST 200: Introduction to Historical Study which should be taken during the sophomore year prior to taking any 300 or 400 level course)

Candidates choosing the History with Teacher Licensure Major must also:

complete a Social Sciences for Teacher Licensure Minor as described in the following section entitled "Minor Fields of Study Detail."

in the Core Dimensions of Scientific Inquiry select either BIOL 104: Environment for their Life Science course or GEOL 105: Oceanography and Meteorology or GEOL 106: Environmental Geology for their Physical Science course.

produce and formally present, utilizing relevant technology, a substantial, quality research project to demonstrate their depth of content knowledge and their acquisition of analytical, research and communications skills. This is a NCDPI licensure requirement.

complete a Professional Education Minor consisting of 32 total hours including the following courses: Education 250, 316, 350, 432, 440, 450 and Psychology 303. NOTE: Students will not be permitted to complete more than 50% of the non-Student Teaching hours in the Professional Education minor (i.e. 10 hours) until they have been formally admitted into the Teacher Education Program as outlined in the School of Education's section of this catalog (entitled "Admission to the Teacher Education Program"). All candidates must be fully admitted in the Teacher Education Program for a minimum of one full semester prior to the semester in which they student teach; ideally candidates should complete the admission process no later than the end of the first semester of the junior year.

make a grade of C or better in all courses counted towards meeting any state mandated content or professional competency.

consult the Secondary Social Studies Licensure Coordinator, Ms. Donna Schronce, to stay current with licensure requirements.

POLITICAL SCIENCE (33 HOURS)

POLS 201, 311, 490 (12hours)

One course in the subfield of American Political Institutions: POLS 304, 314, 323, 333 (3 hours)

One course in the subfield of American Political Processes: POLS 315, 316, 318, 320 (3 hours)

One course in the subfield of International Relations: POLS 321, 322, 351, 401 (3 hours)

One course in the subfield of Regional/Comparative Politics: POLS 352, 353, 354, 355, 356 (3 hours)

Any POLS elective courses (9 hours)

*A political science internship is highly recommended.

**Elective recommendations for Pre-law students include courses in "Rhetoric, Statistics, and Logic."

The required minor may be selected from any of the university offerings.

SOCIAL SCIENCES (33 HOURS)

Any HIST elective courses (6 hours)

Any POLS elective courses (6 hours)

Any SOCI elective courses (6 hours)

Any ECON elective course (3 hours)

Any courses offered by the department at the 300 or 400 level (9 hours)

One methods course, e.g. HIST 200, SOCI 311 (3 hours)

The required minor may be selected from any of the university offerings.

SOCIAL SCIENCES WITH TEACHER LICENSURE (33 HOURS)

All courses selected must be at or above the 200 level and include:

6 hours United States History (HIST 244-245: US History Survey)

Minimum 6 hrs. SOCI (from SOCI 201: Introduction to Sociology, SOCI 202: Social Problems, SOCI 310: Social Psychology or SOCI 400: Minority Groups or relevant SOCI 430: Special Topics)

Minimum 6 hours Political Science (must include POLS 202: American Political Process, plus one additional POLS course)

3 hours Economics (ECON 203: Principles of Economics I)

6 hours Social Sciences electives (ECON 204: Principles of Economics II, RELI 346: World Religions, any SOCI listed above or any POLS course)

3 hours any Geography elective

3 hrs. Methods (HIST 200: Introduction to Historical Study which should be taken during the sophomore year prior to taking any 300 or 400 level course)

Candidates choosing the Social Sciences with Teacher Licensure Major must also:

complete a History for Teacher Licensure Minor as described in the following section entitled "Minor Fields of Study Detail."

in the Core Dimensions of Scientific Inquiry select either BIOL 104: Environment for their Life Science course or GEOL 105: Oceanography and Meteorology or GEOL 106: Environmental Geology for their Physical Science course.

produce and formally present, utilizing relevant technology, a substantial, quality research project to demonstrate their depth of content knowledge and their acquisition of analytical, research and communications skills. This is a NCDPI licensure requirement.

complete a Professional Education Minor consisting of 32 total hours including the following courses: Education 250, 316, 350, 432, 440, 450 and Psychology 303. NOTE: Students will not be permitted to complete more than 50% of the non-Student Teaching hours in the Professional Education minor (i.e. 10 hours) until they have been formally admitted into the Teacher Education Program as outlined in the School of Education's section of this catalog (entitled "Admission to the Teacher Education Program"). All candidates must be fully admitted in the Teacher Education Program for a minimum of one full semester prior to the semester in which they student teach; ideally candidates should complete the admission process no later than the end of the first semester of the junior year.

make a grade of C or better in all courses counted towards meeting any state mandated content or professional competency.

consult the Secondary Social Studies Licensure Coordinator, Ms. Donna Schronce, to stay current with licensure requirements.

SOCIOLOGY (30 HOURS)

SOCI 201, 311, 330, 396 (12 hours)

Any SOCI elective courses (18 hours)

NOTE: No substitutions are allowed for SOCI/PSYC 396.

The required minor may be selected from any of the university offerings.

SECOND MAJOR

A student seeking a second major in any field of study offered by the Department of Social Sciences must meet the criteria outlined above for each major.

NON-WESTERN COURSE REQUIREMENTS: Currently the department offers the following non-Western courses: POLS 311, 351, 352, 353, 355, 401 (African or Asian themed), and

POLS 430: Special Topics. Departmental approval is required to count other courses as meeting non-Western requirements.

MINOR FIELDS OF STUDY DETAIL

NOTE: A student who elects to take HIST 245, POLS 202, or ECON 203 as part of the American Heritage Dimension of the university's core curriculum may count that course(s) toward meeting relevant minor requirements. However, only three hours of credit will be awarded for each course taken.

CRIMINAL JUSTICE (18 HOURS)

CJC 410, 420, 430, 440, 450, or 497, SOCI 313, 411, or 415,
POLS 314, MGMT 400

GLOBAL STUDIES (18 HOURS)

SSCI 205, 3 hours of additional language study beyond the General Education Requirements, and a minimum of 12 hours (4 courses) taken from the three concentrations in the major. POLS 311 may be taken and used for any concentration.

HISTORY (18 HOURS)

HIST 244, 245 and 12 additional hours of HIST electives beyond core requirements

HISTORY FOR TEACHER LICENSURE MINOR (18 HOURS)

3 hours United States History (may NOT include HIST 244 or 245)

6 hrs. Modern European History

3 hrs. Non-Western course (GEOG 102: World Regional Geography, POLS 311: Comparative Politics, POLS 351: Politics of Developing Areas, POLS 352: African Politics, POLS 353: Middle Eastern Politics, POLS 355: Asian Politics, POLS 401: Comparative Political Economy or relevant POLS 430: Special Topics, or RELI 346: World Religions)

3 hrs. pre-19th Century History

3 hrs. HIST elective

POLITICAL SCIENCE (18 HOURS)

POLS 201, 202 and 12 additional hours of POLS electives

SOCIAL SCIENCES (18 HOURS)

HIST 244, POLS 201, SOCI 201 and nine additional elective hours of courses offered by the department at the 300 or 400 level

SOCIAL SCIENCES FOR TEACHER LICENSURE MINOR (18 HOURS)

Minimum 6 hours Political Science (must include POLS 202: American Political Process, plus one additional POLS course)

Minimum 6 hours Sociology (from SOCI 201: Introduction to Sociology, SOCI 202: Social Problems, SOCI 310: Social Psychology or SOCI 400: Minority Groups or relevant SOCI 430: Special Topics)

3 hours Economics (ECON 203: Principles of Economics I)

3 hrs. elective (any GEOG course other than those counted in categories above)

SOCIOLOGY (18 HOURS)

SOCI 201 and 15 additional hours of SOCI electives

ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All students transferring under the Comprehensive Articulation Agreement must complete HIST 101 and 102 (or equivalent) as part of the general education core curriculum. Transfer students seeking Social Studies licensure must also complete SSCI 205 or RELI 245 (or equivalent) as well as BIOL 104 or GEOL 105 or 106 (or equivalent).

Course Descriptions

GEOGRAPHY (GEOG)

101 INTRODUCTION TO PHYSICAL GEOGRAPHY

3 semester hours

The study of climate, vegetation, soil, water resources, mineral resources, and land form from the geographic perspective. 3-0-3. (Fall)

102 WORLD REGIONS

3 semester hours

The study of physical and human geography of the various world regions. 3-0-3. (Spring)

GLOBAL STUDIES (GLST)

430 SPECIAL TOPICS

3 semester hours

A specialized study of various developments in global studies. Topics will vary from semester to semester. 3-0-3. (Intermittent)

450, 451 INTERNATIONAL EXPERIENCE

3 semester hours

The International Experience course provides an opportunity for the student to expand the horizons of the course options currently listed for Global Studies and other departments through an international study experience. The course can be taken more than once for different international experiences.

495 INDEPENDENT STUDY

3 semester hours

Open to juniors and seniors who request are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper. 0-Independent Study-(1-3). (Arranged)

Prerequisite: Approval by the professor offering the study, student's major department, and concurrence of the Dean.

497, 498 INTERNSHIP IN GLOBAL STUDIES

3 semester hours

Three hours credit may apply to the student's major. Prerequisite: junior standing and departmental approval. 0-Practical Experience -3, 0-Practical Experience-3. (Arranged)

490 GLOBAL STUDIES SEMINAR

3 semester hours

Guided Reading, group discussion, independent research offer the senior student, and if determined by the Global Studies Coordinator to be necessary, the junior student, the opportunity to study more deeply and comprehensively the multi-disciplinary character of the field.

SOCIAL SCIENCE (SSCI)

205 GLOBAL UNDERSTANDING

3 semester hours

This course is an introduction to the major economic, social, political, diplomatic, and environmental trends in the World since 1945. Geography is emphasized in this course. 3-0-3. (each semester).

HISTORY (HIST)

101 SURVEY OF WESTERN CIVILIZATION I

3 semester hours

Beginning with earliest times, the course covers the civilizations of Egypt, Mesopotamia, Greece, Rome, Medieval and Early Modern periods. Concludes with 1715. 3-0-3. (each semester.)

102 SURVEY OF WESTERN CIVILIZATION II

3 semester hours

Beginning with 1715, this course presents a perspective of the last three centuries of western history. 3-0-3. (each semester.)

200 INTRODUCTION TO HISTORICAL STUDY

3 semester hours

This course, required of all History and Social Sciences Majors, is intended to provide students with a foundation for further in-depth historical study. To help students develop such a basis, the course addresses the issue of the scope, skills and methods of historical study and writing, including understanding basic terminology, ethics, research sources and methodologies. 3-0-3. (Spring)

244 SURVEY OF UNITED STATES HISTORY TO 1877

3 semester hours

This course surveys the social, intellectual, economic, geographical and constitutional foundations of the United States. 3-0-3. (Fall)

245 THE AMERICAN CENTURY

3 semester hours

The course surveys the impact of the U.S. on the world in the 20th Century. It covers the development of the U.S. as it develops into a giant industrial power. 3-0-3. (each semester)

311 MEDIEVAL EUROPE

3 semester hours

This course is an advanced seminar which examines the unique political, religious, and artistic European culture forged by the union of the Classical and Christian traditions in the wake of the fall of Rome, from its inception to the thirteenth century. 3-0-3. (Fall, odd years)

314 MAKING AMERICA: COLONIZATION, REVOLUTION AND THE U.S. CONSTITUTION

3 semester hours

This course surveys the origins of American social and civic life in the seventeenth and eighteenth centuries. Focusing primarily on British and French North America, topics include: the lives of native peoples, transatlantic migrations from Europe and Africa, regional variations across the Atlantic seaboard, origins of the crisis with Britain, the legacy of the American Revolution, the formation of the U.S. Constitution, and the presidential election of 1800.

318 CIVIL WAR AND RECONSTRUCTION

3 semester hours

The purpose of this course is to study and analyze the causes and events of the American Civil War and its consequences. 3-0-3. (Fall, odd years)

322 EARLY AND MEDIEVAL CHRISTIANITY

3 semester hours

A survey of the most significant institutional, theological and social developments in the history of the Christian church from the first century through the latter Middle Ages. 3-0-3. Crosslisted with RELI 322. (Fall, even years)

323 MODERN CHRISTIANITY

3 semester hours

Beginning with the Reformation this course is descriptive of church history to the present. (Intermittent)

Prerequisite: History 101. 3-0-3. Crosslisted with RELI 323.

324 AMERICAN CHRISTIANITY

3 semester hours

A historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. 3-0-3. Crosslisted with RELI 324. (Intermittent)

325 THE HISTORY OF THE NEW SOUTH

3 semester hours

This course follows the development of the American South from Reconstruction to the present. Race relations, culture, economics, and politics are examined in the context of the history of this distinct region of the United States. 3-0-3. (Spring, odd years.)

327 THE RENAISSANCE AND REFORMATION

3 semester hours

An exploration of the major religious, social, intellectual and political changes in Western Europe from the late Middle Ages to the close of the sixteenth century. Particular emphasis is given to the relationship between Italian Humanism and the Protestant Reformation and to the continuity of the movement for Ecclesiastical Reform throughout the period. 3-0-3. (Spring, odd years)

331 NINETEENTH CENTURY EUROPE

3 semester hours

This course explores the main aspects of the political, social, cultural, economic, intellectual, diplomatic and military events of European history from 1789 to 1914. Specific attention will be given to the French Revolution, conservatism, liberalism, nationalism, industrialization, imperialism and the outbreak of the First World War and the broad impacts of these ideas and events upon European civilization. 3-0-3. (Spring, odd years)

332 TWENTIETH CENTURY EUROPE

3 semester hours

The course is designed to provide students with an in-depth understanding of the causes, course and impacts of the World Wars, Communism, Fascism/Nazism, the Cold War, the dream of European unity, decolonization and the emergence of an interdependent world and the collapse of Soviet hegemony in Eastern Europe on the political, social, economic, cultural, intellectual and diplomatic development of Europe. 3-0-3. (Spring, even years)

345 NORTH CAROLINA HISTORY

3 semester hours

A chronological study of the history of North Carolina from its colonial beginnings until the present. The state's problems and potential are carefully examined in the broader context of U.S. history. 3-0-3. (Spring, even years)

380 MODERN GERMANY SINCE 1789

3 semester hours

This course is a detailed examination of the political, social, economic, cultural, intellectual, diplomatic and military development of modern Germany. The German Question the debate over whether the German people can exist as a unified nation without seeking to dominate their neighbors, remains a constant theme throughout the Gardner-Webb University/207 course. Other key topics include liberalism, nationalism, industrialization, the World Wars, Nazism, the occupation and division of Germany, and unification and the broad impacts of these events and ideas. 3-0-3. (Fall, even years)

383 THE SECOND WORLD WAR

3 semester hours

A detailed study of the origins, course and impacts of history's largest, costliest war. The course takes a global perspective and attempts to show the interrelatedness of the war's component theaters of operation and to fit the war into the broader history of the twentieth century world. 3-0-3. (Fall, odd years)

401 Slavery in the Atlantic

3 semester hours

This course examines the emergence, impact and experience of New World Slavery from 1492-1877. Course topics include: African and Native American ethnicities, the Atlantic slave trade, plantation slavery in South American and the Caribbean, slave regions, revolts, abolition, and slaves in the United States before and after the Civil War. (offered in the fall on even years).3-0-3

402 The Long Civil Rights Movement

3 semester hours

This course studies the freedom struggle in America from Reconstruction through the 1990s. Topics include: biracial Reconstruction governments, the rise of white terrorism and the Redeemers, Jim Crow, African Americans in World War I, Asian Americans on the west coast, immigration laws in the nineteenth and twentieth century, segregation and desegregation, race and Cold War foreign policy, competing Civil Rights visions, the War on Poverty, Affirmative Action, Latino/a rights in the American southwest, and the emergence of color-blind racism. (offered in the spring on odd years). 3-0-3

411 DIPLOMATIC HISTORY OF THE UNITED STATES

3 semester hours

The purpose of this course is to examine the foreign relations of the United States from its emergence as a nation in 1783 to its position as a leading power in the present century. The course focuses on relations with Latin America, Europe, the Far East, and Canada. (Offered occasionally) 3-0-3.

414 HISTORY OF ENGLAND TO 1688

3 semester hours

Study of English history from Roman Britain to the Glorious Revolution of 1688. Special emphasis on Anglo-Saxon England, the Norman Conquest, the Tudor Dynasty and the constitutional conflicts of the seventeenth century. 3-0-3. (Spring, even years)

430 SPECIAL TOPICS: EUROPEAN HISTORY

3 semester hours

A specialized study of various historical developments in European History. Topics will vary from semester to semester. 3-0-3. (Occasional)

3 semester hours

431 SPECIAL TOPICS: AMERICAN HISTORY

3 semester hours

A specialized study of various historical developments in American History. Topics will vary from semester to semester. 3-0-3. (Occasional)

450, 451 INTERNATIONAL EXPERIENCE

3 semester hours

The International Experience course provides an opportunity for the student to expand the horizons of the course options currently listed in the catalog for History, Political Science and Sociology through an international study experience. The course can be taken more than once for different international experiences.

495, 496 INDEPENDENT STUDY

3 semester hours each semester

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper. 0-Independent Study-3, 0-Independent Study-3. (Arranged)

Prerequisite: Approval by the professor offering the study, student's major department, and concurrence of the Dean.

497, 498 INTERNSHIP IN HISTORY

3 semester hours

Three hours credit may apply to the student's major. Prerequisites: senior standing and department approval. 0-Practical Experience-3. (Arranged)

POLITICAL SCIENCE (POLS)

201 INTRODUCTION TO POLITICAL SCIENCE

3 semester hours

A basic course in political science dealing with the fundamentals of persons politically organized. 3-0-3. (Spring, even years)

202 AMERICAN GOVERNMENT

3 semester hours

A comprehensive presentation of the principles of American constitutional government, and a behavioral analysis of the institutions and processes of the national and state governments and the Federal system. 3-0-3. (Each Semester)

304 STATE AND LOCAL GOVERNMENT IN THE UNITED STATES

3 semester hours

A study of the problems of governmental relationships and administrative management in state, country, and municipal government. 3-0-3. (Spring, odd years)

311 COMPARATIVE POLITICS

3 semester hours

This course is a comparison of the development and structure of political systems in different regions of the world, including Western and Eastern Europe, sub-Saharan Africa, the Middle East, and Latin America. 3-0-3. (Spring, odd years)

314 JUDICIAL PROCESS

3 semester hours

A study of judicial processes in the United States including pertinent court decisions and a general review of the administration of justice in our society. 3-0-3. (Spring, odd years)

315 CIVIL LIBERTIES

3 semester hours

A study of basic freedoms such as speech, press and religion as well as emphasis on the significance of equal protection of the law. Emphasis will be given to both court cases and the development of concepts such as freedom of expression. 3-0-3. (Intermittent)

316 PUBLIC OPINION

3 semester hours

A study of political behavior, both at the mass and individual levels. Provides an introduction to political psychology, media, and polling, including theories and methodologies of opinion

formation/gathering. (Fall, even years).

320 CONSTITUTIONAL LAW

3 semester hours

A study of principles and leading cases with emphasis on judicial and executive elaboration and the development of civil liberties in the United States. 3-0-3. (Spring, even years)

321 INTERNATIONAL RELATIONS

3 semester hours

An analysis of political behavior between and among nation-states, this course includes case studies of conflict and cooperation, an examination of international political economy, and the study of theoretical explanations of the international political system. 3-0-3. (Spring, even years)

323 AMERICAN POLITICAL PARTIES

3 semester hours

A study of the history, structure and function of parties in the American system of government. 3-0-3. (Fall, odd years)

325 SOUTHERN POLITICS

3 semester hours

An analysis of the nature and style of Southern politics with emphasis on the development of two-party politics and the rise of Black political participation. 3-0-3. (Offered occasional)

333 THE PRESIDENT AND CONGRESS

3 semester hours

A study of the executive and legislative branches of government in the U.S. with an emphasis on their political development and interaction. 3-0-3. (Spring, even years)

351 POLITICS OF DEVELOPING AREAS

3 semester hours

A study of the dynamics of political change including the democratization of developing nations. 3-0-3. (Fall, even years)

352 AFRICAN POLITICS

3 semester hours

A focused investigation of the comparative politics and international affairs of Sub-Saharan Africa. 3-0-3. (Optionally in Fall, odd years)

353 MIDDLE EAST POLITICS

3 semester hours

A focused investigation of the comparative politics and international affairs of the Middle East and North Africa. 3-0-3. (Optionally in Fall, odd years)

354 EUROPEAN POLITICS

3 semester hours

A focused investigation of the comparative politics and international affairs of Europe, including the politics of European integration. 3-0-3. (Offered at the discretion of the department)

355 ASIAN POLITICS

3 semester hours

A focused investigation of the comparative politics and international affairs of Asia with particular emphasis on East Asia and South Asia. 3-0-3. (Offered at the discretion of the department)

356 LATIN AMERICAN POLITICS

3 semester hours

A focused investigation of the comparative politics and international affairs of Latin America. 3-0-3 (Offered at the discretion of the department)

401 COMPARATIVE POLITICAL ECONOMY

3 semester hours

An analysis of the connections between wealth and power and how people have tried to create both. The course examines from a theoretical perspective how societies undergo economic change and how various types of economics function. The ideas of noted economists will be studied. 3-0-3. (Fall, odd years)

430 SPECIAL TOPICS

3 semester hours

A specialized study of various political developments. Topics will vary from semester to semester. 3-0-3. (Intermittent)

450, 451 INTERNATIONAL EXPERIENCE

3 semester hours

The International Experience course provides an opportunity for the student to expand the horizons of the course options currently listed in the catalog for History, Political Science and

Sociology through an international study experience. The course can be taken more than once for different international experiences.

490 POLITICAL SCIENCE SEMINAR

3 semester hours

Guided reading, group discussion, and the opportunity for independent research provide the advanced student an opportunity to study more deeply and comprehensively a significant and current challenge within the political science discipline. Seminar topics are at the discretion of the instructor and will focus on American domestic, international or intermestic relations.

495 INDEPENDENT STUDY

3 semester hours

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper. 0-Independent Study-(1-3). (Arranged)

Prerequisite: Approval by the professor offering the study, student's major department, and concurrence of the Dean.

497, 498 INTERNSHIP IN POLITICAL SCIENCE

3 semester hours each semester

Three hours credit may apply to the student's major. Prerequisite: junior standing and departmental approval. 0-Practical Experience-3, 0-Practical Experience-3. (Arranged)

SOCIOLOGY (SOCI)

201 INTRODUCTION TO SOCIOLOGY

3 semester hours

An introduction to sociology, providing essentials for an understanding of the forces making for group life and for specialized study of sociological problems. 3-0-3. (Each semester)

202 SOCIAL PROBLEMS

3 semester hours

An analysis of some of the major problems of personal and social disorganization in contemporary society with emphasis upon causes, treatment, and prevention. 3-0-3. (Annually)

203 MARRIAGE AND FAMILY

3 semester hours

A study of the practical problems of courtship and marriage, with emphasis on interpersonal relationships between husband and wife, and parents and children. While more attention is given to the American family, the family is studied in other parts of the world including Asia, Africa, Latin America, the Middle East and Europe. 3-0-3. (Each semester)

310 SOCIAL PSYCHOLOGY

3 semester hours

A study of the interaction between the individual and the group, and the influence of each on the other. 3-0-3. (Annually)

311 SOCIAL RESEARCH METHODOLOGY

3 semester hours

The scientific method is applied to social phenomena: formulating and testing hypotheses, techniques for collecting data, measuring social variables, interpreting research findings. The scientific method as applied to social sciences will be explored in the latter part of the course through student Participation in the design and analysis of a survey. Students taking this course must have completed SOCI 201 and 396 3-0-3. (Spring)

313 SOCIOLOGY OF DEVIANT BEHAVIOR

3 semester hours

An introduction to the sociological study and critical analysis of theories of deviant behavior. Descriptive and explanatory approaches to kinds and amounts of deviance in contemporary American society; social change, anomie and social disorganization theories; the process of stigmatization; formal and informal societal responses to deviance and the deviant. 3-0-3. (Annually)

330 SOCIOLOGICAL THEORY

3 semester hours

A study of the major systems of thought concerning society. Emphasis is given to the philosophical and historical context of sociological theory from its classical roots to contemporary application. Students taking this course must have completed SOCI 201 3-0-3. (Annually)

340 SOCIAL CHANGE

3 semester hours

An examination of social systems within the framework of functional and conflict theory with

particular emphasis upon the planning of social change. 3-0-3. (Annually)

356 SOCIOLOGY OF RELIGION

3 semester hours

Religion analyzed as a social institution, with particular reference to the relationship between religious and non-religious spheres of society, the structure of religious organizations, and the social-psychology of religious behavior. 3-0-3. (intermittent)

396 INTRODUCTION TO STATISTICS

3 semester hours

(See Psychology 396.) 3-0-3. (Annually)

400 MINORITY GROUPS

3 semester hours

A study of present-day racial and cultural minorities with emphasis on scientific facts about race and on changing attitudes and policies. In addition to studying minority relations in the United States, attention will be given to minority relations in South Africa, the Far East, Eastern Europe, Latin America and other parts of the world. 3-0-3. (Annually)

410 SOCIOLOGY OF GENDER

3 semester hours

Sociological theories, concepts, and perspectives will be used to analyze the social meaning of gender in American society. Attention will be given to gender differences and similarities, social role expectations, and an historical survey of the changing roles of men and women in our society. 3-0-3. Occasional)

411 CRIMINOLOGY

3 semester hours

An analysis of the nature and extent of criminal behavior, factors which seem to be related to such behavior, and changing attitudes toward the criminal and crime control. 3-0-3. (Annually)

415 JUVENILE DELINQUENCY

3 semester hours

This course is designed to give the student a broad understanding of the topic of juvenile delinquency in the contemporary society. This course integrates discussion of the theory and history of juvenile delinquency with the system's response to it and includes the administration of justice in the Juvenile Justice System. 3-0-3. (Occasional)

421 THE COMMUNITY

3 semester hours

A study of the structure and function of rural and urban communities, their institutions and problems. Differences between American communities and communities in other cultures will be examined. 3-0-3. (Intermittent)

430 SPECIAL TOPICS: SOCIOLOGY

3 semester hours

A specialized study of various sociological developments. Topics will vary from semester to semester. 3-0-3. (Occasional)

450, 451 INTERNATIONAL EXPERIENCE

3 semester hours

The International Experience course provides an opportunity for the student to expand the horizons of the course options currently listed in the catalog for History, Political Science and Sociology through an international study experience. The course can be taken more than once for different international experiences.

490 SOCIOLOGY SEMINAR

3 semester hours

Independent research, guided readings and other learning experiences offers the senior student the opportunity to study more deeply the total scope of the field of sociology. 3-0-3. (Arranged)

497, 498 INTERNSHIP

3 semester hours each semester

Three hours credit may apply to the student's major. Prerequisites: senior standing and departmental approval. 1-5-3, 1-5-3. (Arranged)

Department of World Languages, Literatures, and Cultures

FACULTY

Chair: Bernhard Martin

Professors: T. Cox, B. Martin, C. Moore

Associate Professor: M. High, L. Pagcaliwagan

Assistant Professor: T. Phillips, B. Coates

MISSION STATEMENT

The mission of the Department of World Languages, Literatures, and Cultures is to teach students communicative skills in a world language through a curriculum which emphasizes a liberal arts philosophy and Christian values and, ultimately, produces graduates who have an appreciation and knowledge of another culture its language, and its literature.

POLICIES

Students must begin their world language requirements for graduation in the General Studies Curriculum by the 4th semester of study. This means prior to beginning the third or Junior year. It is highly recommended to take all language courses in a sequence without skipping a semester.

Transfer students transferring in at least 45 hours and needing this requirement will begin foreign language study their first semester at GWU.

Requests for exceptions must go through the process for Academic Appeals.

Students who wish to prove proficiency in a language not taught by the department should see the department chair for options proving proficiency. If an exam is required it will be through ACFTL and the student is required to pay the fees.

Placement tests administered in the department only indicate the proficiency level of a student. They are not used to award course credit. Students who wish to take a course out of sequence, without the required prerequisites, must request permission from the department. Forms are available from the Department Chair.

STUDENT LEARNING OUTCOMES

Students who choose to major in any field of study offered by the Department of World Languages, Literatures, and Cultures will be proficient in speaking, reading, writing, and, in the case of ASL, signing the target language.

In addition to the above, students majoring in either French or Spanish with teacher licensure will:

1. become proficient in the current standards of foreign language knowledge and pedagogy for secondary schools; and
2. through instruction and practice, become effective communicators of the specific foreign language appropriate to the classroom setting.

Student learning outcomes specific to a major field of study offered by the department are

described in the appropriate sections that follow.

The North Carolina State Board of Education has adopted new teacher standards and required all teacher education programs to be revisioned. All candidates starting their teacher education program with EDUC 250 in the fall of 2010 must complete the new program regardless of the catalogue under which they entered Gardner-Webb University. Candidates who are already in teacher education can choose to complete the current program or the new program.

MAJOR FIELDS OF STUDY

The department offers seven majors leading to the Bachelor of Arts degree:

American Sign Language (ASL)

English as a Second Language with Teacher Licensure

French

French with Teacher Licensure

Spanish

Spanish with Teacher Licensure

Students who plan to major in a world language should take 101 and 102 during their first year or study in order to stay in sequence for graduation.

MINOR FIELDS OF STUDY

American Sign Language

Classical Languages

French

Interpreting (available only to students majoring in American Sign Language)

Spanish

World Languages

101's and 102's will not count toward the minor in any field of study.

MAJOR FIELDS OF STUDY DETAIL

AMERICAN SIGN LANGUAGE (36 HOURS)

Classes required for completing the major are as follows:

SGLG 201, 202 (or 211), 300, 301, 302, 305, 407, 495, and 496 (total of 27 hours)

Three additional courses from SGLG 401, 402, 408, 409, or 494 (or SLIN 303 if the student is not an Interpreting minor) (9 hours)

Additionally, the student must pass the Sign Language Proficiency Interview (SLPI) at the Intermediate level during the fourth semester of ASL study in order to apply to major in ASL. The SLPI must be passed at the Advanced level in order to graduate. The student should contact the Director of the ASL program for additional information concerning this process. A \$100 fee is charged for each SLPI administration. There is no limit regarding the number of

exams that can be taken, but a six month waiting period is required between each exam.

ENGLISH AS A SECOND LANGUAGE WITH TEACHER LICENSURE (30 - 36 HOURS)

STUDENT LEARNING OUTCOMES

Students will demonstrate:

1. advanced proficiency in English;
2. intermediate proficiency in the world language (OPI scale);
3. an understanding of all aspects of the English language well enough to be able to explain and model the component skills for students;
4. the ability to plan, implement, and evaluate instruction in educationally sound ways; and
5. the ability to select and use the appropriate methodologies and materials for students of different ages, interests, and backgrounds.

COURSE REQUIREMENTS

Classes required for the major in English as a Second Language Education with preparation for K-12 teacher licensure are as follows:

ESOL 332, 335, 338, and 400 (9 hours)

ENGL 363, 364 (6 hours)

SOCI 400 (3 hours)

EDUC 302, 306, 312 and 316 (or ENGL 483) (12 hours)

Additional requirements include either FREN 202 or SPAN 202 and one 300-level course in either French or Spanish. This requirement will be waived by the department if the student demonstrates the required proficiency level in the selected language.

The candidate must also complete the Professional Education minor consisting of PSYC 303, and EDUC 250, 350, and 450.

NOTE: Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted into the Teacher Education program. Students seeking ESL licensure K-12 are required to pass the Praxis II licensing exam during the last year of study before graduation.

FRENCH (30 HOURS)

A major in French consists of 30 total credit hours above the 100-level. A student's program of study is made in consultation with the faculty advisor.

FRENCH WITH TEACHER LICENSURE (36 HOURS)

Classes required for completing the major with preparation for K-12 teacher licensure are the

same as for the French major in regards to content courses—30 hours. Students must also take: FREN 332, 335, and 338

The candidate must also complete the Professional Education minor consisting of PSYC 303, and EDUC 250, 350, and 450.

NOTE: Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted into the Teacher Education program. Students seeking French licensure K-12 are required to pass the ACTLF OPI with a proficiency level of at least ADVANCED HIGH prior to beginning Student teaching.

At the time of graduation, students majoring in French with teacher licensure are expected to reach a proficiency level approaching Advanced (ACTFL Proficiency Guidelines). All students must pay for and successfully reach a minimum level of Intermediate High on the ACTFL Proficiency exam to prove their competencies for licensure in North Carolina.

SPANISH (30 HOURS)

A major in Spanish consists of 30 total credit hours above the 100-level. A student's program of study is made in consultation with the faculty advisor.

SPANISH WITH TEACHER LICENSURE (36 HOURS)

Classes required for completing the major with preparation for K-12 teacher licensure are the same as for the Spanish major in regards to content courses—30 hours. Students must also take: SPAN 332, 335, and 338

The candidate must also complete the Professional Education minor consisting of PSYC 303, and EDUC 250, 350, and 450.

NOTE: Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted into the Teacher Education program. Students seeking Spanish licensure K-12 are required to pass the ACTLF OPI with a proficiency level of at least ADVANCED HIGH prior to beginning Student teaching.

At the time of graduation, students majoring in Spanish with teacher licensure are expected to reach a proficiency level approaching Advanced (ACTFL Proficiency Guidelines). All students must pay for and successfully reach a minimum level of Intermediate High on the ACTFL Proficiency exam to prove their competencies for licensure in North Carolina

MINOR FIELDS OF STUDY DETAIL

AMERICAN SIGN LANGUAGE (15 HOURS)

SGLG 305 in combination with any other ASL courses at the 200-level or above. SGLG 101 and

102 do not count in the minor.

CLASSICAL LANGUAGES (15 HOURS)

Any combination of Classical Language courses

FRENCH (15 HOURS)

Any combination of French courses at the 200-level or above. FREN 101 and 102 do not count in the minor.

INTERPRETING (18 HOURS)

SLIN 220, 303, 320, 321, 404, and 403 or 405. (Available only to ASL majors)

SPANISH (15 HOURS)

Any combination of Spanish courses at the 200-level or above. SPAN 101 and 102 do not count in the minor.

WORLD LANGUAGE (15 HOURS)

Any combination of courses offered or approved by the department

ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All students transferring under the Comprehensive Articulation Agreement and wishing to major in American Sign Language must take the ASL entrance examination to determine placement in the program.

Course Descriptions

AMERICAN SIGN LANGUAGE (SGLG)

101 ELEMENTARY ASL I

3 semester hours

A beginning course designed for students who have little or no study in ASL. The course is designed to help students acquire basic expressive and receptive conversational skills. Taught in ASL, one hour of lab required per week. The student will be required to attend five hours of Deaf Events approved by the Professor. 3-1-3.

102 ELEMENTARY ASL II

3 semester hours

The continuation of a beginning course designed for students who have some study and some

exposure to ASL. The course is designed to continue students' acquisition of basic expressive and receptive conversational skills. Taught in ASL, one hour of lab required per week. The student will be required to attend ten hours of Deaf Events approved by the Professor. 3-1-3.

Prerequisite: SGLG 101 or satisfactory score on placement test.

201 INTERMEDIATE ASL I

3 semester hours

An intermediate course designed to further expressive and receptive conversational ability of students who have a basic command of skills taught in Elementary SGLG 101 and 102. Taught in ASL, one hour of lab required per week. The student will be required to attend fifteen hours of Deaf Events approved by the Professor. 3-1-3.

Prerequisite: SGLG 102 or satisfactory score on placement test.

202 INTERMEDIATE ASL II

3 semester hours

*The continuation of an intermediate course designed with an increased emphasis on expressive skills, linguistic knowledge and integration of cultural behaviors in conversation. Taught in ASL, one hour of lab required per week. The student will be required to attend fifteen to twenty hours of Deaf Events approved by the Professor. 3-1-3. (Spring) *Additionally, the student must pass the Sign Language Proficiency Interview (SLPI) at the intermediate level. A fee of \$100.00 will automatically be charged to the students account when signing up for this course.*

Prerequisite: SGLG 201 with a grade of C (2.00) or better or satisfactory score on the placement test.

211, 212 INTENSIVE ASL I AND II

6 semester hours

The course focus is on expressive and receptive work in ASL with an emphasis on expressive signing. 6-2-6, 6-2-6

Prerequisite: SGLG 102 or satisfactory score on the placement test.

300 INTRODUCTION TO THE DEAF COMMUNITY

3 semester hours

A survey course focusing on aspects of the Deaf Community including views of the community, use of language, organizations of and for Deaf people, causes of deafness, laws and services pertaining to the Deaf Community, hard-of-hearing individuals and deaf-blind individuals. No

prior knowledge of ASL required. 3-0-3. (Fall)

301 ADVANCED ASL I

3 semester hours

The course focus is on complex grammatical structures including but not limited to sentence structure, classifiers, locatives, and pluralization. This course is taught in ASL. The student will be required to attend fifteen to twenty hours of Deaf Events approved by the Professor. 3-0-3. (Fall)

Prerequisite: SGLG 202 with a grade of C (2.00) or better or satisfactory score on the placement test.

302 ADVANCED ASL II

3 semester hours

*The continuation of an advanced course designed with an increased emphasis on complex grammatical structures. This course is taught in ASL. The student will be required to attend fifteen to twenty hours of Deaf Events approved by the Professor. 3-0-3. (Spring) *Additionally, the student must pass the Sign Language Proficiency Interview (SLPI) at the Advanced **Plus** level. A fee of \$100.00 will automatically be charged to the students account when signing up for this course.*

Prerequisite: SGLG 301 with a grade of C (2.00) or better or satisfactory score on the placement test.

305 DEAF CULTURE

3 semester hours

This course is an in-depth study of culture and the Deaf community. Topics include but are not limited to language use, traditions, norms and values. The student will be required to attend fifteen to twenty hours of Deaf Events approved by the professor. This course is taught in ASL. 3-0-3. (Spring)

Prerequisite: SGLG 201 with a grade of C (2.00) or better or permission of the Dept.

320, 321 INTERNATIONAL EXPERIENCE

1 to 3 semester hours each semester

401 THE SOCIOLINGUISTICS OF SIGN LANGUAGE

3 semester hours

This course is a study of the effect of society on the way sign language is used. It focuses on

sign language variation between sub groups, cultural norms, register, turn-taking, high context vs low-context cultures, multilingualism, bilingualism, language attitudes, and discourse analysis. The student will be required to attend fifteen to twenty hours of Deaf Events approved by the professor. This course is taught in ASL. 3-0-3. (Spring)

Prerequisite: SGLG 301 with a grade of C (2.00) or better or permission of the Dept.

402 ASL LITERATURE AND FOLKLORE

3 semester hours

This course focuses on the study of literature about Deaf people and by Deaf authors and poets. Areas of study will include poetry, plays and folklore. 3-0-3. (Fall)

Prerequisite: SGLG 301 with a grade of C (2.00) or better or permission of the Dept.

407 LINGUISTICS OF ASL

3 semester hours

The primary goal of this course is to further develop students' advanced knowledge of the linguistic structure of American Sign Language. Course content includes in depth analysis of complex linguistic structures, historical development of ASL and cultural aspects of the use of ASL. The course is designed for advanced ASL students. 3-0-3. (Spring)

Prerequisite: SGLG 301 with a grade of C (2.00) or better or permission of the Dept.

408 INTRODUCTION TO TEACHING ASL

3 semester hours

Students will be given an overview of how second languages have been traditionally taught, what the current methods and theories are and their application to the teaching of American Sign Language. Students will learn about development of syllabi and lesson plans, selection of curriculum resources, class activities, evaluation techniques and professionalism including ASLTA certification for teaching ASL. Students will be provided opportunities to practice basic teaching techniques, select appropriate materials, design curriculum and evaluation techniques, including how to teach fingerspelling and numerical signs, vocabulary, grammatical features and Deaf culture in lessons. 3-0-3. (Fall)

Prerequisite: SGLG 202 with a grade of C (2.00) or better or permission of the Dept.

409 SPECIAL TOPIC

3 semester hours

The focus of this course is on specialized terminology to enhance the vocabulary of upper level

ASL majors or interpreting minors. Topics may include but are not limited to: medical, educational, legal and scientific terminology, computer, rehabilitation, mathematical, and religious terminology. A select number of topics will be covered during the progression of the course. (Only available as needed.) 3-0-3.

410 PRACTICUM IN TEACHING ASL

3 semester hours

This course is designed to provide students the opportunity to work with learners in elementary, middle and high school and to gain understanding in teaching ASL in these three levels. The students will spend one hour per week meeting with their professor for discussion and reports on classroom experiences and assigned readings. The student will spend two hours per week engaged in observations and supervised experience with each of the three age groups. 1-2-3

Prerequisite: SGLG 408

494 INDEPENDENT STUDY

1 to 3 semester hours

This course is designed to enable a junior or senior student to undertake a specific research project of professional interest and need.

Prerequisite: SGLG 202 with a grade of C or better and permission of the Dept.

495 INTERNSHIP

3 semester hours each semester

This internship is designed to enable the student to receive extensive immersion in ASL or Interpreting with members of the Deaf Community through supervised work placement. Students will receive internship credit after the satisfactory completion of 100 hours of work placement. 0-100-3. (Fall)

Prerequisite: SGLG 301 and an Intermediate Plus on the SLPI, and in the case of an Internship in Interpreting SLIN 303, and permission of the Dept.

496 INTERNSHIP

3 semester hours each semester

This internship is designed to enable the student to receive extensive immersion in ASL or Interpreting with members of the Deaf Community through supervised work placement. Students will receive internship credit after the satisfactory completion of 100 hours of work placement. 0-100-3. (Spring)

Prerequisite: SGLG 301 and an Intermediate Plus on the SLPI, and in the case of an Internship in Interpreting SLIN 303, and permission of the Dept.

INTERPRETING MINOR (SLIN)

220 ENGLISH PROCESSING FOR INTERPRETERS

3 semester hours

Course focus is on the development of English processing skills necessary for interpreting. Such skills include English comprehension, memory, acuity and discrimination, immediate repetition, delayed repetition, word level pattern inference, phrase level pattern inference and others. (Fall)

Prerequisite: SGLG 102 or permission of the Dept. All prerequisites must have been completed with a grade of C (2.00) or better.

303 FUNDAMENTALS AND THEORIES OF INTERPRETING

3 semester hours

Course focus is on interpreting as a profession. Topics include the history of sign language interpreting, models of interpreting, the process of interpreting, the Code of Professional Conduct and the business of interpreting. Application of models and theories will be practiced in class. (Spring)

Prerequisite: SGLG 201 and permission of the Dept. All prerequisites must have been completed with a grade of C (2.00) or better. If the student is an ASL major but not an Interpreting minor this one course may be taken for major credit.

320 INTERPRETING: VOICE TO SIGN

3 semester hours

Course focus is on the practice of interpreting from English to ASL. It will begin with translation exercises at the sentence level and build to interpreting simultaneously with larger texts.

Prerequisites: SGLG 202, SLIN 303 or permission of the Dept. All prerequisites must have been completed with a grade of C (2.00) or better. (Fall)

321 INTERPRETING: SIGN TO VOICE

3 semester hours

Course focus is on the practice of interpreting from ASL to English. It will begin with translation exercises at the sentence level and build to interpreting simultaneously with larger texts.

Prerequisite: SGLG 202, SLIN 303 and 320 or permission of the Dept. All prerequisites must be

completed with a grade of C (2.00) or better.

403 INTERPRETING FOR SPECIAL POPULATIONS

1 to 3 semester hours

Topics include interpreting for Deaf people with vision impairments, minimal language skills (mls), developmental disabilities, physical difficulties, emotional trauma, the terminally ill and age related issues.

Prerequisite: SLIN 303, 320 and 321

404 SIGNS IN APPLICATION

3 semester hours each semester

Course focus is on techniques and vocabulary associated with interpreting in a variety of settings. Topics include: medical, mental health, legal, religious, social services, rehabilitation and others. (Fall)

Prerequisite: SGLG 302, SLIN 303, SLIN 320, SLIN 321. All prerequisites must have been completed with a grade of C (2.00) or better.

405 PRINCIPLES OF EDUCATIONAL INTERPRETING

3 semester hours each semester

This course is an introduction to the unique situation of educational interpreting. Topics include elementary and secondary school interpreting, ethical applications, legal issues and tutoring/note taking strategies. Students will learn the basics of transliterating and have the opportunity to practice transliterating and interpreting in an educational setting. (Spring)

Prerequisite: SGLG 302, SLIN 303, SLIN 320, SLIN 321, and SLIN 404. All prerequisites must have been completed with a grade of C (2.00) or better.

BIBLICAL HEBREW (HEBR)

101, 102 ELEMENTARY HEBREW I AND II

3 semester hours each semester

A study of the grammar, syntax, and vocabulary of classical Hebrew as reflected in the Old Testament. This study will include the reading of sample texts from the Hebrew Old Testament. 3-0-3, 3-0-3.

201, 202 INTERMEDIATE HEBREW I AND II

3 semester hours each semester

The continuation of the study of grammar, syntax, and vocabulary of the Hebrew language as reflected in the Old Testament. This study will concentrate on the reading of prophetic, poetic, and legal texts from the Hebrew Old Testament. 3-0-3, 3-0-3.

Prerequisite: Hebrew 102

FRENCH (FREN)

101 REAL WORLD FRENCH: GET READY!

3 semester hours

This is a beginning course for students who have had little or no study in French. It is designed to help students acquire elementary skills in comprehension, speaking, reading, and writing. It is taught in French with one hour of lab per week. 3-1-3.

102 REAL WORLD FRENCH: GET SET!

3 semester hours

This is the second part of the beginning course for students who have had some study and exposure to French. It is designed to help students improve basic skills in comprehension, speaking, reading, and writing. It is taught in French with one hour of lab per week. 3-1-3.

Prerequisite: French 101 or satisfactory score on placement test.

201 REAL WORLD FRENCH: LET'S GO!

3 semester hours

This is the first semester of the second year of French language study. Students will increase functional knowledge of the French language. Students are expected to have a basic command of elementary French skills. It is taught in French with one hour of lab per week. 3-1-3.

Prerequisite: French 102 or satisfactory score on placement test.

202 REAL WORLD FRENCH: TRANSITIONS

3 semester hours

This course serves as a bridge between basic and advanced courses in French. Its goal is to prepare students for upper-level French conversation, culture, and literature classes. It is taught in French with one hour of lab per week. 3-1-3.

Prerequisite: French 201 or permission of department.

301 INTENSIVE FRENCH: TEXTS AND CONTEXTS

3 semester hours each semester

Oral and written work with emphasis on the spoken language and training in the acquisition of an active idiomatic French vocabulary. 3-0-3. (Every Year)

Prerequisite: French 202 or permission of department.

302 ADVANCED FRENCH EXPRESSION

3 semester hours

Advanced study of the precision of spoken and written French with an introduction to literary and cultural studies. Prerequisite: 3-0-3. (Every Other Year)

Prerequisite: French 202 or permission of department.

305 PRODUCTS, PRACTICES, AND PERSPECTIVES OF FRANCE

3 semester hours

History and civilization of France. 3-0-3. (On Demand)

Prerequisite: French 301, 302 or permission of department.

306 PRODUCTS, PRACTICES, AND PERSPECTIVES OF THE FRANCOPHONE WORLD

3 semester hours

History and civilization of the Francophone world. 3-0-3. (On Demand)

Prerequisite: French 301, 302, or permission of department.

309 CONTEMPORARY FRANCE

3 semester hours

A study of France in the 20th and 21st centuries and its role in today's world. 3-0-3. (On Demand)

Prerequisite: French 301, 302, or permission of department.

310 FRENCH FOR CAREERS

3 semester hours

Advanced study of the French language as needed for professional careers. 3-0-3 (On Demand)

Prerequisite: French 301 and 302 or permission of the department.

311, 312 FRENCH STUDY ABROAD

6 semester hours

Intensive language study, real-world living experience, and travel at the École Internationale de Français in Trois-Rivières, Quebec (Canada) or in Strasbourg (France). Lecture-Living/Travel-3, Lecture-Living/Travel-3.

315 LIGHTS, CAMERA, ACTION! STUDIES IN FRENCH FILM

3 semester hours

An in depth study of cinematic productions in French. 3-0-3 (On Demand)

Prerequisite: French 301 and 302 or permission of the department.

320, 321 INTERNATIONAL EXPERIENCE

1 to 3 semester hours

Students can be awarded credit of 1-3 hours for experience abroad. Semester credit hours are decided by the Department of World Languages prior to travel.

403 ADVANCED FRENCH ORAL EXPRESSION

3 semester hours

Advanced oral and written work with emphasis on the spoken language and training in the acquisition of an active idiomatic French vocabulary. 3-0-3

Prerequisite: French 301 and 302 or permission of the department

409 SEMINAR IN FRENCH: SPECIAL TOPICS

3 semester hours

Study by genre, ethnicity, gender, theme or period of one or more of the diverse aspects of past and/or present France and/or Francophone countries. Prerequisite: 3-0-3. (Can be retaken twice for a total of 9 hours if different topics are offered)

Prerequisite: French 301 and 302, or permission of department.

410 VOICES THAT FORMED OUR WORLD: TEXTS OF FRANCE

3 semester hours

A chronological and/or thematic study of selected texts from France with an emphasis on

aesthetics, literary movements, milieu, and pertinent criticism. 3-0-3

Prerequisite: FREN 301 and 302 or permission of the department.

420 REDISCOVERING NEW WORLDS

3 semester hours

A chronological and/or thematic study of selected texts from the Francophone world with an emphasis on aesthetics, literary movements, milieu, and pertinent criticism. 3-0-3

Prerequisite: FREN 301 and 302 or permission of the department.

430, 440 ADVANCED STUDIES IN FRANCOPHONE PEOPLES AND CULTURES I, II

3 semester hours

Readings and discussions of selected texts with extensive written and oral work in French. 3-0-3, 3-0-3.

Prerequisite: FREN 301 and 302 or permission of the department.

495, 496 INDEPENDENT STUDY I AND II

3 semester hours each semester

Designed to enable a junior or senior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study1-3, 0-Independent Study-1-3.

Prerequisite: Permission of department required.

GERMAN (GERM)

101 REAL WORLD GERMAN: GET READY!

3 semester hours

This is a beginning course for students who have had little or no study in German. It is designed to help students acquire elementary skills in comprehension, speaking, reading, and writing. It is taught in German with one hour of lab per week. 3-1-3. (Fall)

102 REAL WORLD GERMAN: GET SET!

3 semester hours

This is the second part of the beginning course for students who have some study and exposure to German. It is designed to help students improve basic skills in comprehension, speaking,

reading, and writing. It is taught in German with one hour of lab per week. 3-1-3. (Spring)

Prerequisite: German 101 or satisfactory score on placement test.

201 REAL WORLD GERMAN: LET'S GO!

3 semester hours

This is the first semester of the second year of German study. Students will increase functional knowledge of the German language. Students are expected to have a basic command of elementary German skills. It is taught in German with one hour of lab per week. 3-1-3. (Fall)

Prerequisite: German 102 or satisfactory score on placement test.

202 REAL WORLD GERMAN: TRANSITIONS

3 semester hours

This course serves as a bridge between basic and advanced courses in German. Its goal is to prepare students for upper-level German conversation, culture, and literature classes. It is taught in German with one hour of lab per week. 3-1-3. (On Demand)

Prerequisite: German 201 or permission of the department.

301 INTENSIVE GERMAN: TEXTS AND CONTEXTS

3 semester hours

Oral and written work with emphasis on the spoken language and training in the acquisition of an active idiomatic German vocabulary. 3-0-3. (On Demand)

Prerequisite: German 202 or permission of the department.

302 ADVANCED GERMAN EXPRESSION

3 semester hours

Advanced study of the precision of spoken and written German with an introduction to literary and cultural studies. 3-0-3. (On Demand)

Prerequisite: German 202, or permission of the department.

315 LIGHTS, CAMERA, ACTION! STUDIES IN GERMAN FILM

3 semester hours

An in depth study of cinematic productions in German. 3-0-3 (On demand)

Prerequisite: GERM 301 and 302 or permission of the department.

320, 321 INTERNATIONAL EXPERIENCE

1 to 3 semester hours

Students can be awarded credit of 1-3 hours for experience abroad. Semester credit hours are decided by the Department of World Languages prior to travel.

409 SEMINAR IN GERMAN: SPECIAL TOPICS

1-6 semester hours

A specialized study of various aspects of German literature, culture, and language. (On Demand)

GREEK (GREK)

101, 102 ELEMENTARY NEW TESTAMENT GREEK I AND II

3 semester hours each semester

A study of designated forms and basic grammatical uses of biblical Koine Greek. Basic vocabulary development of the Greek New Testament will be included. 3-0-3, 3-0-3.

201, 202 INTERMEDIATE NEW TESTAMENT GREEK I AND II

3 semester hours each semester

A study of the full range of syntactical functions of biblical Koine Greek and of exegetical procedures using the Greek New Testament. 3-0-3, 3-0-3.

Prerequisite: Greek 102

495,496 GREEK EXEGESIS INDEPENDENT STUDY I AND II

3 semester hours each semester

The supervised exegesis of designated texts of the New Testament designed to further enhance the student's ability to interpret texts from the Greek New Testament using more critical methodological procedures. A research paper reflecting these skills will comprise a major portion of the course grade. 0-Independent Study-3, 0-Independent Study-3.

Prerequisite: Greek 202

SECOND LANGUAGE EDUCATION

ENGLISH AS A SECOND LANGUAGE (ESOL)

The classes in Second Language Education are arranged in cohorts based upon when the student begins taking the Methods/Practicum courses. Students are encouraged to take the first semester their Sophomore year. The First Semester of Study covers the basic methods of Second Language instruction. The Second Semester of Study covers literacy and assessment in application. The Third Semester of Study covers managing the Second Language classroom. All courses include 10 weeks of practicum placement in the public schools with a licensed World Language teacher. These placements are based upon the course number in which the student is enrolled. Middle Grades Students take ESOL 335 which covers teaching English Language Learners in the content classroom.

332, 333, 334 ESL METHODS/PRACTICUM K-6

2 semester hours each semester

Special consideration is given to methods, materials, and techniques of teaching ESL in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor.) 1-1-2. 1-1-2, 1-1-2.

335, 336, 337 ESL METHODS/PRACTICUM 6-9

2 semester hours each semester

Special consideration is given to methods, materials, and techniques of teaching ESL in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor.) 1-1-2. 1-1-2, 1-1-2.

338, 339, 340 ESL METHODS/ PRACTICUM 9-12

2 semester hours each semester

Special consideration is given to methods, materials, and techniques of teaching ESL in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor.) 1-1-2. 1-1-2, 1-1-2.

400 ESL SEMINAR

3 semester hours

This course is designed to provide final preparation for the ESL Education student before beginning Student Teaching. Major topics covered will be linguistic differences in English and other languages, literacy and diversity, ESL law, ESL assessment devises, and how to be a resource for other disciplines. A basic knowledge of linguistics, reading theory, and diverse

populations is required. 2-1-3.

Prerequisite: ENGL 361, 362, 363, EDUC 302, 305, SOCI 400, and ESOL 332, 335, 338, or
Permission of Professor

FRENCH - THESE COURSES DO NOT COUNT IN THE FRENCH MAJOR OR MINOR-THEY ARE ONLY FOR FRENCH LICENSURE. (FREN)

332, 333, 334 FRENCH METHODS/PRACTICUM K-6

2 semester hours each semester

Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor) 1-1-2, 1-1-2, 1-1-2.

335, 336, 337 FRENCH METHODS/PRACTICUM 6-9

2 semester hours each semester

Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor) 1-1-2, 1-1-2, 1-1-2.

338, 339, 340 FRENCH METHODS/PRACTICUM 9-12

2 semester hours each semester

Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor) 1-1-2, 1-1-2, 1-1-2.

SPANISH (SPAN)

332, 333, 334 SPANISH METHODS/PRACTICUM K-6

2 semester hours each semester

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly

meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor) 1-1-2, 1-1-2, 1-1-2.

335, 336, 337 SPANISH METHODS/PRACTICUM 6-9

2 semester hours each semester

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor) 1-1-2, 1-1-2, 1-1-2.

338, 339, 340 SPANISH METHODS/PRACTICUM 9-12

2 semester hours each semester

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor) 1-1-2, 1-1-2, 1-1-2.

SPANISH (SPAN)

101 REAL WORLD SPANISH: GET READY!

3 semester hours

This is a beginning course for students who have had little or no study in Spanish grammar. The course is designed to help students acquire basic skills in comprehension, speaking, reading, and writing. Taught in Spanish, one hour of lab required per week. 3-1-3.

102 REAL WORLD SPANISH: GET SET!

3 semester hours

This is the second part of the beginning course for students who have had some study and exposure to Spanish grammar. The course is designed to help students improve basic skills in comprehension, speaking, reading, and writing. Taught in Spanish, one hour of lab required per week. 3-1-3.

Prerequisite: SPAN 101 or satisfactory score on placement test.

201 REAL WORLD SPANISH: LET'S GO!

3 semester hours

This is the first semester of the second year of Spanish grammar. Students are expected to

have a basic command of elementary Spanish skills. Taught in Spanish. One hour of lab per week. 3-1-3.

Prerequisite: Spanish 102 or satisfactory score on placement test.

202 REAL WORLD SPANISH: TRANSITIONS

3 semester hours

This course serves as a bridge between basic and advanced courses in Spanish. Its goal is to prepare students for upper-level Spanish conversation, culture, and literature classes. It is taught in Spanish with one hour of lab per week. 3-1-3.

Prerequisite: Spanish 201

301 INTENSIVE SPANISH: TEXTS AND CONTEXTS

3 semester hours

Oral and written work with emphasis on the spoken language and training in the acquisition of an active idiomatic Spanish vocabulary. 3-0-3. (Fall)

Prerequisite: Spanish 202

302 ADVANCED SPANISH EXPRESSION

3 semester hours

Advanced study of the precision of spoken and written Spanish with an introduction to literary and cultural studies. 3-0-3. (Spring)

Prerequisite: Spanish 202, 301 recommended.

305 PRODUCTS, PRACTICES, AND PERSPECTIVES OF THE SPANISH-SPEAKING WORLD

3 semester hours

History and civilization of the Spanish-speaking world. 3-0-3. (Spring)

Prerequisite: Spanish 301 and 302 or permission of the department.

310 SPANISH FOR CAREERS

3 semester hours

Advanced study of the Spanish language as needed for professional careers. Spanish 301 and 302 or permission of the department. 3-0-3 (On Demand)

311, 312 SPANISH STUDY ABROAD

6 semester hours

Intensive language study, home-stay living experience, and travel at the Instituto de Lengua y Cultura Costarricense in Alajuela, Costa Rica (Central America) or Leon (Spain). Lecture-Living-Travel-3, Lecture-Living-Travel-3.

315 LIGHTS, CAMERA, ACTION! STUDIES IN HISPANIC FILM

3 semester hours

An in depth study of cinematic productions in Spanish. 3-0-3 (On Demand)

Prerequisite: SPAN 301 and 302 or permission of the department.

320, 321 INTERNATIONAL EXPERIENCE

1 to 3 semester hours each semester

Students can be awarded credit of 1-3 hours for experience abroad. Semester credit hours are decided by the Department of World Languages prior to travel.

403 ADVANCED SPANISH ORAL EXPRESSION

3 semester hours

Advanced oral and written work with emphasis on the spoken language and training in the acquisition of an active idiomatic Spanish vocabulary.

Prerequisite: Spanish 301 and 302 or permission of the department

409 SEMINAR IN SPANISH: SPECIAL TOPICS

3 semester hours

Study by genre, ethnicity, gender, theme or period of one or more of the diverse aspects of past and/or present Spain and/or Spanish American countries. 3-0-3.

Prerequisite: SPAN 301 and 302, or permission of department.

410 VOICES THAT FORMED OUR WORLD: TEXTS OF SPAIN

3 semester hours

A chronological and/or thematic study of selected texts from Spain with an emphasis on aesthetics, literary movements, milieu, and pertinent criticism. 3-0-3

Prerequisite: SPAN 301 and 302 or permission of the department.

420 REDISCOVERING NEW WORLDS

3 semester hours

A chronological and/or thematic study of selected texts from Spanish American with an emphasis on aesthetics, literary movements, milieu, and pertinent criticism. 3-0-3

Prerequisite: SPAN 301 and 302 or permission of the department.

430, 440 ADVANCED STUDIES IN HISPANIC PEOPLES AND CULTURES I, II

3 semester hours each semester

Readings and discussions of selected texts with extensive written and oral work in Spanish. 3-0-3, 3-0-3

Prerequisite: SPAN 301 and 302 or permission of the department.

495, 496 INDEPENDENT STUDY I AND II

3 semester hours each semester

Designed to enable a senior or junior Spanish major to undertake a specific research or intern project of professional interest and need. 0-Independent Study 1-3, 0-Independent Study 1-3.

School of Preventive and Rehabilitative Health Sciences

Dean: Dr. Heather Hudson

FACULTY

Associate Professors: J. Hartman

Assistant Professors: D. Grannis, H. Hudson

Instructors: E. Newton

MISSION STATEMENT

The mission of the School of Preventive and Rehabilitative Health Sciences (PRHS) is to integrate the knowledge, skills, and values of the health sciences that contribute to the prevention of disease and disability and maintenance and restoration of health and function. We deliver student-centered education that is accentuated by evidence-based teaching in the cognitive (knowledge), psychomotor (skills), affective (abilities) learning domains, within a Christ-centered environment that emphasizes faith, service, leadership, and a commitment to life-long learning. We focus on the prevention and management of disease and disability

through the promotion of healthy behaviors and lifestyles, effective assessment, and early intervention through the use of evidence-based exercise prescription, treatment, and rehabilitation to restore health and function. Although united by a common mission, each of the interrelated academic programs (Athletic Training, Exercise Science) has its own distinct body of knowledge, skills, and abilities to achieve the following goals:

GOALS

1. provide undergraduate curricula based on current best practices in each discipline;
2. provide basic instruction and discipline-specific courses that support attainment of knowledge, skills, and abilities that prepare competent and contributing entry-level professionals;
3. provide for constant review and assessment of curricula to ensure academic quality and consistency, with an emphasis on discipline specific current best practices; and
4. provide professional service to undergraduate students, the University community, allied health groups, organizations and practitioners.

MAJOR FIELDS OF STUDY

The School of Preventive and Rehabilitative Health Sciences offers two majors leading to the Bachelor of Science degree:

Athletic Training

Exercise Science

MAJOR FIELD OF STUDY DETAIL

ATHLETIC TRAINING (42 HOURS)

Gardner-Webb University athletic training program is fully accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

TECHNICAL STANDARDS

The Athletic Training Program at Gardner-Webb University is a rigorous and intense, competency-based program that places specific requirements and demands on the students enrolled in the program. These specific requirements are determined by National Athletic Trainer's Association-Education Council and are identified in the document "NATA Athletic Training Education Competencies". An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). Abilities and expectations must be met by all students admitted to the Athletic Training Program. For a listing of the specific cognitive and psychomotor skills

necessary for successful completion of the Gardner-Webb University Athletic Training Program, please refer to the Clinical Skills Manual or contact the Athletic Training Program Director.

STUDENT LEARNING OUTCOMES

Students who successfully complete this program of study will demonstrate:

1. Students will use critical thinking and problem solving skills within the cognitive, psychomotor, and affective domains presented in both the didactic and clinical settings.
2. Students will use effective interpersonal skills and strategies to communicate with individuals, professionals, and society.
3. Students will encompass professional behaviors that align with the foundational behaviors of professional practice.
4. Students will engage in leadership, learning, and service to the athletic training profession as well as local, national, and global communities.

ADMISSION

The following courses are required for admission into the Athletic Training Program:

ATTR 101- Introduction to Athletic Training

ATTR 222- First Aid and Management of Acute Injuries and Illnesses

BIO 101- Human Biology

A grade requirement of "C" (2.00) or higher is required for BIO 101, ATTR 101 & 222.

Prospective athletic training students are encouraged to express their interest to the Athletic Training Program Director prior to, or during, the fall semester to be advised of the necessary requirements.

OBSERVATION PERIOD

Any prospective athletic training student wishing to pursue a major in athletic training must successfully progress through a 10-week spring semester observation in order to be eligible for admittance into the program.

Observation consists of prospective athletic training students being assigned to on-campus athletic trainers approved clinical instructors allowing each student a wide range of experience while accumulating a minimum of 60 hours of observation. The student can obtain observation hours during morning, afternoons, evenings, or weekends based upon the schedule of the assigned approved clinical instructor. ATTR 101 encompasses the Observation Period and serves as a requirement for application to the Athletic Training Program.

APPLICATION PERIOD

At the completion of the 10-week observation period and following the accumulation of 60 observation hours, prospective athletic training students are eligible to apply to the Athletic Training Program. The process begins with completing an application form that is distributed during ATTR 101. In addition, three letters of recommendation and an essay on the observation experience are required. Lastly, proof of immunizations, or a signed declination of vaccination(s) must be provided. Upon receiving all of the required information, an entrance interview will be conducted by a committee comprised of athletic training faculty and staff as well as a member outside of the athletic training program.

Following the interviews, prospective candidates will be selected and offered admission within the program contingent upon successful completion of required courses with required grades and an overall GPA of 2.37. Students not selected are encouraged to reapply to the program the following spring semester. The readmission process will be handled on an individual basis, but the student may be required to begin the process from the beginning (ATTR 101).

At the discretion of the Athletic Training Program, a student may be admitted on a provisional basis. A set of benchmarks, based on the individual student's situation, will be determined and communicated to the student in writing. A meeting will be held with the Athletic Training Program Director and student to discuss admission status and outlined benchmarks. Signatures of involved parties will be obtained indicating acceptance of the benchmarks set forth by the Athletic Training Program. In order to progress within the Athletic Training Program, the student must meet agreed upon benchmarks within the specified time frame; not doing so will result in dismissal from the program.

Students accepted into the program continue their athletic training course work and clinical education the following fall semester.

Due to the competitive admission requirement of the program, the number of prospective athletic training students accepted each year into the program will vary. Total program enrollment is limited to a maximum of 36 students. The number accepted each year will be based upon the number of vacant spots available. Acceptance into the program is not guaranteed based upon a student completing the observation period, but rather upon meeting all established criteria for acceptance.

Additional Costs: All costs incurred with application and acceptance into the program is the athletic training student's responsibility. These costs include, but are not limited to:

1. Uniform costs
2. Health Insurance
3. Background Check

4. Transportation to and from off-campus sites
5. Supplies: fanny pack, scissors, etc
6. Membership to athletic training organizations
7. Liability/malpractice insurance
8. Annual training/recertification fees as required by the ATP

GRADE REQUIREMENTS

Athletic Training students are expected to maintain a cumulative GPA of 2.50 or higher by the end of the fall semester sophomore year. In accordance with University policy, each student must have a minimum grade of “C” (2.00) on each course in the major field of study. Failure to make a mark of “C” (2.00) or higher will not allow the student to take additional coursework within the major until a satisfactory grade is completed for the course(s) involved.

Athletic training students must also have a minimum grade of “C” (2.00) in their additional course requirements (EXSI 335 and 347, EXSI 224, BIOL 203 and 204).

A cumulative GPA of 2.00 must be maintained for any minor selected by a student.

ACADEMIC PROBATION

Any athletic training student may be placed on academic probation for unacceptable progress in his/her clinical education or if his/her cumulative GPA falls below 2.50 after admittance into Athletic Training Educational Program.

At the end of each semester each student’s academic performance is formally reviewed and if necessary, the student is notified by the Athletic Training Program Director in writing of their probationary status.

Probation may include provisions such as required study hall or alteration of clinical educational experience time. Decisions regarding such provisions will be determined by the Athletic Training Program Director and student’s assigned Preceptor. If at the end of the probation semester, the ATS has been unable to attain academic standards, make satisfactory progress or complete provisions as outline by Athletic Training Program Director, they will be suspended resulting in dismissal from the Athletic Training Program.

SUSPENSION

An ATS may be suspended for inadequate academic progress, conduct/behavioral concerns, or failure to meet standards set forth by the Athletic Training Program. If an ATS receives below a “C” (2.00) in one of his/her required athletic training courses (this includes both the major courses and additional requirements) he/ she must retake the course and receive the required grade. If an athletic training student is suspended from the program, he/she is eligible to reapply to the program once he/she has met Athletic Training Program standards as outlined by

the suspension notification. Reapplying consists of completing an abbreviated application form and an interview with the Athletic Training Program Director and CEC. The athletic training student would re-enter the program at the level last completed successfully. ATS who are suspended can request academic assistance from the Athletic Training Program Director.

TRANSFER STUDENTS

Any student wishing to transfer into the Athletic Training Program must submit transcripts, syllabi, and course descriptions to the Athletic Training Program Director for all athletic training classes for credit evaluation. All admission requirements contained within ATTR 101 must be met for admission into the Athletic Training Program. Classes containing cognitive competencies will be evaluated to see which, if any, fulfill the Athletic Training Program requirements. Classes containing psychomotor competencies will require a challenge examination. Course credit will be awarded after a student has taken the challenge examination and demonstrated proficiency of those competencies. The student will have the first semester of enrollment to take the challenge examination and demonstrate proficiency of psychomotor competencies.

COURSE REQUIREMENTS

The athletic training major requires 42 semester hours with a grade of “C” (2.00) or higher in the following Athletic Training courses: 101, 200, 201, 222, 225, 230, 300, 301, 324, 325, 332, 342, 400, 401, 402, 404, and 430. Additional course requirements include: EXSI 224, 335, and 347, Biology 203 and 204 (an additional elective hour must be completed for this to be counted as an 18 hour interdisciplinary minor).

General Studies Requirements

Each athletic training student must complete BIOL 101, COMM 233, and HLED 221 in their general studies requirements.

Additional information can be obtained from the Gardner-Webb Athletic Training website and the Athletic Training Student Manual.

EXERCISE SCIENCE

OVERVIEW

The Exercise Science major prepares undergraduate students with the knowledge, skills, and abilities to work as professionals in the exercise science and health professions. Exercise science professionals are skilled in evaluating health behaviors and risks factors, conducting fitness assessments, developing and implementing safe and effective exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors. Exercise science professionals perform these activities in medical, commercial, university, corporate, or community settings where their clients participate in health promotion, fitness, sports performance, and rehabilitation activities.

MISSION STATEMENT

The mission of the Exercise Science major at Gardner-Webb University is to develop competent and contributing entry-level professionals in the field of exercise science in the cognitive (knowledge), psychomotor (skills) and affective (abilities) learning domains, with a Christian foundation grounded in the Liberal Arts tradition. This is accomplished by providing quality academic preparation that incorporates both classroom and supervised practical experiences.

STUDENT LEARNING OUTCOMES

PROFESSIONAL INTERACTION AND COMMUNICATION

To interact and communicate effectively by presenting information in oral, written, and technology formats; collaborating with professionals and peers; expressing ideas clearly; and giving and receiving feedback.

PROFESSIONAL COMPETENCE

To utilize knowledge, skills, and abilities to evaluate health behavior and risk factors; develop, implement, and evaluate exercise and wellness programs, and employ behavioral strategies to motivate individuals to adopt and maintain positive lifestyle behaviors.

PROFESSIONAL ETHICS AND CONDUCT

To demonstrate behavior, grounded in Christian faith and the Liberal Arts tradition, that preserves the integrity of a profession, prevents misrepresentation, and protects the consumer.

PROFESSIONAL AND PERSONAL DEVELOPMENT

To continuously improve knowledge, skills, and abilities and to uphold a professional image through actions and appearance.

PROFESSIONAL DECISION MAKING (PROBLEM SOLVING)

To demonstrate critical thinking by making decisions based on multiple perspectives and evidence-based practice.

ADMISSION

University acceptance to pursue the Exercise Science major does NOT guarantee admission into the Exercise Science major. Formal application to the Exercise Science major must be completed by the student according to the following procedures:

1. It is the student's responsibility to submit an Application to the Major form to Bost 132 in the semester in which s/he is enrolled in 48 credit hours.
2. The application must be submitted by October 1st in the Fall and March 1st in the Spring.
3. By the beginning of the semester following application, students will receive notification of

acceptance or denial to the major according to the following:

1. Acceptance – The student has fulfilled all major requirements in the section Prerequisites to the BS Major Core in the Exercise Science Major (see MyWebb Audit), and has an overall and major GPA of 2.5. Once the student has been accepted into the Exercise Science Major, it will take the student at least four semesters to complete the curriculum, plus a 6-credit internship.
2. First Denial – Not fulfilling the requirements as stated above will result in a first denial. Failure to submit an application will also result in a first denial. Students who are denied for the first time are not permitted to take required upper level courses. Students must reapply for a second time the following semester.
3. Second Denial – If students do not meet the requirements again, they are denied the second time. Failure to submit an application will also result in a second denial. In the case of a second denial, students are not retained in the major and their major is changed to Undecided. Students are not permitted to reapply to the Exercise Science Major for one year following a second denial. If after one year the student has an overall and major GPA of 2.5, s/he may reapply and repeat the application process as stated previously.

RETENTION

Students who are admitted into the program must maintain a major and overall GPA of 2.5 and earn a “C” or better in all EXSI major courses. Students are not permitted to do their internship unless they have met GPA and grade standards for the Exercise Science major. Failure to maintain the GPA requirement will result in a one semester probationary period in which the student must remedy any deficiencies. Failure to earn a “C” or better in an EXSI major course will result in a probationary period until the course is re-taken and the minimum grade standard is achieved. If s/he is not able to attain the necessary GPA requirements or grade standards by the end of the probationary period, s/he will be removed from the program. If a student is suspended from the program, s/he is eligible to reapply once s/he has met the Exercise Science standards. Reapplying consists of completing an abbreviated application form and an interview with the Exercise Science Program Director.

CHANGING TO EXERCISE SCIENCE MAJOR

Any student changing his/her major to Exercise Science MUST have an overall GPA of 2.5.

ADDITIONAL COSTS

Students are required to maintain current Adult CPR/AED certifications while enrolled in EXSI 451 (Internship) and complete a national credentialing examination through the American College of Sports Medicine (ACSM) OR National Strength and Conditioning Association (NSCA) at their own cost. Students may also be asked to complete a drug test and/or criminal background check while enrolled in EXSI 451 (Internship) at their own cost.

MAJOR REQUIREMENTS

PREREQUISITES TO THE BS PROGRAM CORE (19 hours)

BIOL 111, BIOL 203, BIOL 204, CHEM 111, EXSI 200.

REQUIRED CORE COURSES (21-22 hours)

BIOL 222, EXSI 307, EXSI 335, EXSI 432, EXSI 451, MATH 105 (Health Fitness Concentration) or MATH 151 (Pre-Professional Concentration), PHED 145, RELI 341.

HEALTH FITNESS CONCENTRATION (36 hours - 15 Hours Electives From Below)

EXSI 224, EXSI 306, EXSI 308, EXSI 310, EXSI 406, EXSI 410, EXSI 420.

PRE-PROFESSIONAL CONCENTRATION (37 hours - 6 Hours Electives From Below)

BIOL XXX (Specialized Biology), CHEM 112, EXSI 315, EXSI 347, PHYS 203, PHYS 204, PSYC 201, PSYC 206, SOCI 201.

APPROVED CONCENTRATION ELECTIVES*

BIOL XXX (Specialized Biology), CHEM 201, CHEM 202, CHEM 422, EXSI 224, EXSI 315, EXSI 320, EXSI 351, EXSI 360, EXSI 421, EXSI 496, HLED 323, MGMT 410, MRKT 304, MRKT 420/MGMT 422, PHYS 203, PHYS 204, PSYC 201, PSYC 206, SOCI 201, SPMG 305, SPMG 345, SPMG 355. *Other courses as approved by the Exercise Science Program Director. Courses required for the major cannot be used to fulfill elective requirements.

ADDITIONAL REQUIREMENTS

Exercise Science major are required to obtain a minimum of 50 service learning hours at a variety of exercise and/or wellness settings (e.g., University wellness center, University strength and conditioning center, Cardiopulmonary rehabilitation center, private fitness center, Allied health clinic, etc.) and maintain an Exercise Science portfolio upon acceptance into the major, to be submitted for graduation. Adult CPR/AED certifications must be current at time of internship and graduation. Completion of one of the following national credentialing examinations: American College of Sports Medicine (ACSM) Certified Health Fitness Specialist (ACSM-HFS) OR National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS). **Results designated to be submitted to the Exercise Science Program Director.**

Course Descriptions

Athletic Training (ATTR)

101 INTRODUCTION TO ATHLETIC TRAINING

1 semester hour

A course designed to introduce prospective athletic training students to the profession of athletic training, its governing organizations, daily responsibilities and occupational opportunities.

Successful completion of this course with its associated observation hours is a requirement for application to the athletic training educational program. 1-0-1. (Fall, Spring)

200 ATHLETIC TRAINING CLINICAL I

2 semester hours

In this course each student will demonstrate proficiency in cognitive and psychomotor skills learned in ATTR 222. Athletic training students shall perform proficiencies in their assigned clinical experience commensurate with their level of education, competence and experience. A (Fall)

Prerequisite: ATP Admission, ATTR 101, ATTR 222. 2-0-2.

201 ATHLETIC TRAINING CLINICAL II

2 semester hours

In this course each student will demonstrate proficiency in cognitive and psychomotor skills learned in ATTR 225. Athletic training students shall perform proficiencies in their assigned clinical experience commensurate with their level of education, competence and experience. (Spring)

Prerequisite: ATTR 200. 2-0-2.

222 FIRST AID AND MANAGEMENT OF ACUTE INJURIES AND ILLNESS

3 semester hours

The intent of this course is to provide the athletic training student with the knowledge, skills, and values they must possess to recognize, assess, and treat acute injury or illness of athletes and other physically active individuals. 3-1-3. (Spring)

225 RECOGNITION AND CARE OF INJURIES

3 semester hours

The athletic training student will develop the knowledge, skills, and values to identify injury and illness factors that may be encountered by athletes and others involved in physical activity and to plan and begin to identify appropriate care of injuries whether it be through risk management

or preventative measures. 3-1-3. (Fall)

Prerequisite: ATTR 222.

230 FUNDAMENTALS OF PROTECTIVE EQUIPMENT AND PROPHYLACTIC PROCEDURES

2 semester hours

The intent of this course is to provide the student with the fundamental skills associated with fitting, applying, and constructing protective equipment as well as applying preventative taping, wrapping and bracing skills. (Fall)

Prerequisite: ATTR 222

300 ATHLETIC TRAINING CLINICAL III

2 semester hours

In this course each student will demonstrate proficiency in cognitive and psychomotor skills learned in ATTR 324 and 404. Athletic training students shall perform proficiencies in their assigned clinical experience commensurate with their level of education, competence and experience. 2-0-2. (Fall)

Prerequisite: ATTR 201.

301 ATHLETIC TRAINING CLINICAL IV

2 semester hours

In this course each student will demonstrate proficiency in cognitive and psychomotor skills learned in ATTR 325 and 342. Athletic training students shall perform proficiencies in their assigned clinical experience commensurate with their level of education, competence and experience. 2-0-2. (Spring)

Prerequisite: ATTR 300.

324 EVALUATION OF THE LOWER EXTREMITY

3 semester hours

This course will concentrate on evaluation and recognition of orthopaedic musculoskeletal injuries of the lower extremity. 3-1-3. (Spring)

Prerequisite: ATTR 225.

325 EVALUATION OF THE UPPER EXTREMITY

3 semester hours

This course will concentrate on evaluation and recognition of orthopaedic musculoskeletal injuries of the upper extremity. 3-1-3. (Fall)

Prerequisite: ATTR 324.

332 REHABILITATION AND RECONDITIONING

3 semester hours

This course will provide the athletic training student with the knowledge, skills, and values they must possess to plan, implement, document, and evaluate the efficacy of therapeutic exercise programs for the rehabilitation and reconditioning of the injuries and illnesses of athletes and others involved in physical activity. 3-1-3. (Spring)

Prerequisite: ATTR 325.

342 ORGANIZATION AND ADMINISTRATION OF ATHLETIC TRAINING

3 semester hours

A course designed to expose the athletic training student to the organizational and administrative demands of the traditional and non-traditional employment settings. Special emphasis will be placed on medical terminology used in health professions. Prerequisite: ATTR 324. 3-0-3. (Fall)

400 ATHLETIC TRAINING CLINICAL V

2 semester hours

In this course each student will demonstrate proficiency in cognitive and psychomotor skills learned in ATTR 332. Athletic training students shall perform proficiencies in their assigned clinical experience commensurate with their level of education, competence and experience. 2-0-2. (Fall)

Prerequisite: ATTR 301.

401 ATHLETIC TRAINING CLINICAL VI

2 semester hours

In this course each student will demonstrate proficiency in cognitive and psychomotor skills learned in ATTR 402. Athletic training students shall perform proficiencies in their assigned clinical experience commensurate with their level of education, competence and experience. 2-0-2. (Spring)

Prerequisite: ATTR 400.

402 MEDICAL CONDITIONS AND PHARMACOLOGY

3 semester hours

To provide the student with the knowledge, skills, and values to recognize, treat, and refer, when appropriate, general medical conditions and disabilities. An in-depth study of pharmacologic applications, including awareness of indications, contraindications, precautions, and interactions of medication and of the governing regulations relevant to the treatment of injuries to and illnesses of athletes and others involved in physical activity. 3-1-3. (Fall)

Prerequisite: ATTR 332.

404 THERAPEUTIC MODALITIES

3 semester hours

A course to provide the athletic training student with a basic understanding of the underlying principles supportive of the use of therapeutic modalities, including physiological effects of different modalities and how they work as therapeutic agents. 3-1-3. (Spring)

Prerequisite: ATTR 225.

430 ATHLETIC TRAINING SEMINAR

3 semester hours

This course will summarize the experiences the student has learned and demonstrated within the athletic training program and will serve as final preparation for the Board of Certification Examination. 3-0-3. (Spring)

Prerequisite: ATTR 404.

Exercise Science (EXSI)

200 INTRODUCTION TO EXERCISE SCIENCE

3 semester hours

Study of the field of Exercise Science and the many sub-disciplines that are associated with this term. Opportunities are provided to identify characteristics of exercise science professionals, diverse perspectives, and current trends in the field, in addition to developing laboratory and clinical skills. Emphasis is placed on career planning, employment opportunities, and learning fundamental laboratory and clinical procedures and skills. (Fall, Spring)

224 NUTRITION FOR WELLNESS AND PERFORMANCE

3 semester hours

Study of fundamental nutritional concepts with a special focus on contemporary issues relevant to developing professionals in Exercise Science professions; applications to the support of general wellness and physical performance throughout the lifespan. Lab fee. (Fall, Spring)

Co-requisite: EXSI 200 or permission of instructor.

306 EXERCISE PHYSIOLOGY I

3 semester hours

Study of the scientific theories behind the body's acute and chronic physiological responses to exercise and training. Special emphasis will be given to bioenergetics, exercise metabolism, systems physiology, acid-base and temperature regulation. (Fall)

Prerequisite: BIOL 204, CHEM 111, EXSI 200 or permission of instructor.

307: EXERCISE PHYSIOLOGY LABORATORY

1 semester hour

Study of the fundamental concepts of Exercise Physiology through hands-on practical experience in the testing and evaluation of physiological concepts and skills discussed in EXSI 306: Exercise Physiology I. Lab fee. (Fall, Spring)

Corequisite: EXSI 306, EXSI 347 or permission of instructor.

308: INTRODUCTION TO CLINICAL EXERCISE PHYSIOLOGY

2 semester hours

Study of the fundamental concepts of clinical exercise physiology. Special emphases are placed upon contemporary clinical issues relevant to chronic pathologies, the relationship between exercise science and clinical professions, pharmacology, and the purpose of exercise interventions. Lab fee. (Spring)

Prerequisite: EXSI 306 or permission of instructor.

310 EXERCISE TESTING AND PRESCRIPTION

3 semester hours

Study of the selection, administration, and interpretation of various health-related fitness assessments; provides the theoretical knowledge and practical skills to design personalized exercise programs that elicit specific physiologic responses and adaptations. Critical thinking, communication, evidence-based practice and professionalism will be stressed throughout the

assessment process, with a emphasis on prescribing safe and effective individualized exercise prescriptions and to prepare for the Health Fitness Specialist (HFS) certification through the American College of Sports Medicine (ACSM). Lab fee.(Fall)

Prerequisite: EXSI 200, PHED 145 or permission of instructor.

315 Motor Behavior

3 semester hours

An introductory study of basic concepts applicable to motor skill acquisition, motor control and motor

development across the lifespan for students who aspire to become practitioners in movement-oriented professions.

Corequisites: BIOL 203; EXSI 200. (Spring)

320 Exercise and Sport Psychology

3 semester hours

Study of the psychological skills and methods in sport and exercise, and how sport psychologists,

coaches, therapists, athletes, and exercisers use these skills and methods to positively effect sport

and exercise participation, performance, motivation, and enjoyment. (See Sport Psychology 320) (Fall)

335 KINESIOLOGY

3 semester hours

Study of functional anatomy and biomechanical factors related to human performance.

Emphasis will be placed on the analysis of the skeletal, muscular and nervous systems and the biomechanical factors associated with how to achieve efficient motor performance/movement.

(Fall)

Prerequisite: BIOL 204, EXSI 200 or permission of instructor.

347 Physiology of Sport and Exercise

3 semester hours

Study of the physiological adaptations to exercise. Emphasis is placed on energy metabolism, physiological responses to exercise, and exercise training techniques.

Prerequisites: BIOL 204, CHEM 111, EXSI 200 or permission. (Spring)

351 SPECIAL TOPICS IN EXERCISE SCIENCE

1-3 semester hours

Advanced study in selected current Exercise Science topics chosen on the basis of their impact on the health status of society and on their relevance to students. May be repeated for a maximum of nine (9) hours with no specific topic being taken more than once. (Fall, Spring)

360: EXERCISE SCIENCE TRAVEL

1-3 semester hours

A visit of at least a week's duration focusing on places of value and/or need for the exercise scientist to serve, learn, and/or practice relevant knowledge, skills, and abilities. Minimum requirements include readings, a reflective journal, and paper assigned by the professor of record. (As Needed)

Prerequisite: EXSI 200 or permission of instructor.

406 EXERCISE PHYSIOLOGY II

4 semester hours

An advanced undergraduate course in the physiology of exercise dealing with acute and chronic responses of various systems to exercise and training. Special emphasis will be given to environmental physiology, with added emphasis on body composition and weight management. Laboratories and journal critiques will be administered to assist in the comprehension of the topics being covered. (Spring)

Advanced study of the physiology of health, fitness, and performance. Special emphasis will be given to chronic disease risk factor analysis, laboratory assessments of fitness and performance, exercise prescription for healthy and special populations, environmental physiology, body composition and weight management, and ergogenic aids.

Prerequisites: EXSI 306 or permission of instructor. Lab fee. (Spring)

410 EXERCISE PROGRAMMING FOR SPECIAL POPULATIONS

3 semester hours

Study of exercise programming throughout the lifespan and management of problems created by disease, disability, and special health conditions. Includes a review of basic principles of exercise testing and prescription; methods for assessment of functional capacity of individuals with the most common health conditions presented to exercise scientists. Critical thinking, communication, evidence-based practice and professionalism will be stressed throughout. (Spring)

Prerequisite: EXSI 310 or permission of instructor.

420 STRENGTH AND CONDITIONING THEORY AND PRACTICE

3 semester hours

Study of strength, speed, cardiovascular, and flexibility training through the use of concepts learned in exercise physiology, anatomy, and kinesiology, while also incorporating the psychological principles of peak performance. Emphasis on appropriate exercise program design, safe exercise technique, and ways to assess physical improvement in clients. Designed to prepare future professionals in various sub disciplines of exercise science to apply scientifically sound principles to strength and conditioning programs and to sit for the Certified Strength and Conditioning Certification (CSCS) through the National Strength and Conditioning Association (NSCA). (Fall)

Prerequisite: EXSI 306, EXSI 335 or permission of instructor.

421 PRACTICUM IN EXERCISE SCIENCE

1 to 3 semester hours

Provides an educational experience for practical application of knowledge, skills and abilities in scientific principles and concepts to human physical conditioning programs involving or related to Exercise Science career interests. (Fall, Spring, Summer)

Prerequisite: Junior or Senior Exercise Science majors, Program approval.

432 SEMINAR IN EXERCISE SCIENCE

3 semester hours

Study of current issues and research in Exercise Science with the opportunity to synthesize knowledge, skills and abilities in both classroom and practical settings; a written and oral presentation of a research proposal is required. Opportunities to enhance professional and personal development are provided. (Spring)

Prerequisite: EXSI 306 or EXSI 335, Valid Adult CPR/AED certification, or permission of instructor.

451 INTERNSHIP IN EXERCISE SCIENCE

6 semester hours

A supervised internship in a professional work environment which will provide the student with exposure to the job market in Exercise Science related businesses and agencies. Students are responsible for 300 hours of work and are required to present detailed reports and reflections.

(Summer)

Prerequisite: Senior Standing, Valid Adult CPR/AED certification, or permission of instructor.

496 INDEPENDENT STUDY IN EXERCISE SCIENCE

1-6 semester hours

Designed to give students the opportunity to pursue research and/or studies that are not part of the University's traditional course offerings. Students work one-on-one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor. (Fall, Spring, Summer)

Prerequisite: Program approval.

Hunt School of Nursing

FACULTY

Dean: Sharon Starr, PhD, RN

Bachelor of Science in Nursing Program Chair: Candice Rome, DNP, RN

Associate Degree Nursing Program Chair: Linda Wines, MSN, RN

Professors: J. Carlton, C. Miller

Associate Professors: J. Arthurs, F. Sparti, S. Starr

Assistant Professors: T. Arnold, A. Hamrick, C. Rome, N. Waters, L. Wines

Instructors: A. Garlock, S. Creed-Hall, P. Hennessee, M. McNeilly, Q. Mooring, K. Williams, S. Tate

The Bachelor of Science in Nursing Program and the Associate Degree Nursing Program are accredited by the Accreditation Commission For Education In Nursing, Inc. (ACEN, 3343 Peachtree Rd, NE, Suite 850, Atlanta, GA 30326. Phone 404-975-5000, (www.acenursing.org) and approved by the North Carolina Board of Nursing.

MISSION STATEMENT

The mission of the Hunt School of Nursing is to enhance the health status of the global community by preparing individuals to practice holistic and professional nursing through the provision of student centered programs of study for a diverse population of students that promotes academic excellence within a Christian, private, liberal arts setting utilizing teamwork and community engagement.

GOALS

1. Establish a liberal arts educational environment based on Christian values fostering academic excellence, integrity, and a commitment to lifelong learning.
2. Provide student-centered programs of study based on current national competencies of nursing practice to meet the global health care needs of individuals, groups and communities in which holistic nursing practice, Christian caring, critical thinking, and professionalism are modeled.
3. Engage in partnerships with community health care facilities in the provision of service learning opportunities for students that includes patient-centered care, evidence based practice, and interdisciplinary collaboration.
4. Graduate a diverse population of students who are prepared to practice patient centered nursing care that is culturally competent, holistic and professional within the context of a global environment in a manner that influences nursing and health care policy and practice.

STUDENT LEARNING OUTCOMES

Graduates of the Associate Degree Nursing Program will:

1. Assess, analyze/diagnose, plan, implement, and evaluate nursing care to provide for the patient's optimum level of wellness consistent with his/her coping abilities, teaching needs, and capacity for self-care;
2. Provide holistic nursing care characterized by critical thinking, clinical competence, utilization of therapeutic interpersonal skills, attention to sociocultural forces, including technology, which impact health care, and caring which is consistent with the Christian faith;
3. Communicate with patients, their families and/or significant others, and other care providers in the planning and delivery of health services;
4. Manage nursing care for groups of patients with health care needs in varied settings which include hospitals, extended care facilities, and other community health care agencies;
5. Practice nursing according to ethical and legal standards as a contributing member within the discipline of nursing, and assume responsibility for his/her own practice and self-development;
6. Utilize informatics in the participation and application of evidenced based research and quality improvement in daily nursing practice; and
7. Recognize the theoretical underpinnings of nursing practice and research.

Baccalaureate Degree Nursing Student Learning Outcomes

Students who graduate from the BSN program will:

1. Assess, analyze/diagnose, plan, implement, and evaluate nursing care utilizing a hierarchy of needs theory to provide for the patient's optimum level of wellness consistent

with his/her coping abilities, teaching needs, and capacity for self-care.

2. Provide holistic nursing care characterized by critical thinking, clinical competence, utilization of therapeutic interpersonal skills, and attention to sociocultural forces, including technology, which impact health care and caring which is consistent with the Christian faith.
3. Communicate with patients, their families and/or significant other and members of the patient's interdisciplinary team in the planning and delivery of health services.
4. Manage nursing care for groups of patients with health care needs in varied settings, which include hospitals, extended care facilities, and other community health care agencies.
5. Practice nursing according to ethical and legal standards as a contributing member within the discipline of nursing and assume responsibility for his/her own practice and self-development.
6. Utilize informatics in the participation and application of evidence-based research and quality involvement in daily nursing practice.
7. Recognize and apply the theoretical underpinnings of nursing practice and research.
8. Demonstrate knowledge of leadership theory and practice.
9. Utilize research methodology in the provision of evidence-based practice to individuals, families and populations in a variety of settings.
0. Employ knowledge of the political system in providing direct and indirect care to clients

MAJOR FIELDS OF STUDY

The school offers two programs of study preparing students for licensure as a Registered Nurse:

The Associate of Science in Nursing (ADN)

The Bachelor of Science in Nursing (BSN)

MINOR FIELDS OF STUDY

None offered.

MAJOR FIELDS OF STUDY DETAIL

ADMISSIONS CRITERIA

The best qualified applicants are selected from those who apply to the School of Nursing.

Waiting lists for acceptance are established as necessary. The School of Nursing Admissions

Committee considers academic performance, courses completed, and other factors in determining qualified applicants. Minimum criteria for full admission to the ADN and BSN programs are:

Minimum high school/transfer GPA of 3.0 on a 4.0 scale

Minimum SAT score of 1050 (with at least 500 in Critical Reading and 500 Math) OR

Minimum ACT score of 22 (with at least 21 in English, 18 in Math and 20 in Reading) OR

Satisfactory TEAS V score

CNA I - Must be completed before fall enrollment in nursing courses.

Minimum grade of “C” (2.00) in high school or college Biology, Chemistry, and Algebra. These grades must be reflected in the transcripts you provide with your application.

Satisfactory Criminal Background History results for all states of residence for the past ten years.

In addition, the following criteria must be met before beginning nursing courses:

Satisfactory physical and mental health, immunizations required by the University and Hepatitis B, Varicella (Chicken Pox) titer showing immunity or documentation of Varicella immunization, 2 step Tuberculin test (PPD), and annual influenza immunization.

Any allegations or charges of misdemeanors or a felony that occurs after the Criminal Background History results have been submitted must be reported to the School of Nursing immediately. Clinical sites have the right to deny a student’s access based on the criminal background. This denial would result in the student’s inability to successfully complete the nursing program.

Satisfactory drug screening and finger printing. This is a requirement for the healthcare facilities where students complete the clinical components of the nursing program. Clinical sites have the right to deny a student’s access.

CPR certification.

Students transferring in any required courses are required to meet all of the admission criteria in regard to standardized test scores and must also have a GPA of at least a 3.0 on all previously taken college-level course work (subject to Gardner-Webb’s transfer credit policy).

Priority admission for current Nursing Intended students enrolled at Gardner-Webb University is at the discretion of the Admission Committee based on meeting full admission criteria and completion of recommended general education courses. Progression criteria for currently enrolled students in the School of Nursing are listed in the Pre-Licensure Handbook.

Eligibility for licensure as a Registered Nurse includes clinical, mental, and physical competence and freedom from conviction of felonious or other serious legal acts, including substance abuse, as outlined in the North Carolina Nursing Practice Act 2007. Note: All states have similar stipulations. Students enrolled at Gardner-Webb University who wish to enroll in the nursing program must apply through the Admissions Office. Students who wish to be readmitted to the program must reapply through the Admissions Office. Students must have a minimum 2.8 grade point average to be considered for readmission into the pre-licensure programs.

BACHELOR OF SCIENCE IN NURSING COURSE REQUIREMENTS (128-133 SEMESTER HOURS)

BASIC CORE COURSE REQUIREMENTS (64-70 SH depending on student’s entering foreign

language competency):

General Education Core requirements for the BSN must be satisfied.

NURSING CORE COURSES (63 S H)>

NURS 239 Nursing Assessment (2 SH)

NURS 240 Nursing Assessment Lab (1 SH)

NURS 261 Intro to Nursing (4 SH)

NURS 262 Intro to Nursing Lab (1 SH)

NURS 263 Intro to Nursing Practicum (1 SH)

NURS 300 Concepts in Professional Nursing (3 SH)

NURS 307 Communication Skills in Nursing (3 SH) (fulfills the 3 SH Oral Communication General Education Core Requirement)

NURS 339 Pharmacology in Nursing Practice (2 SH)

NURS 340 Nutrition in Nursing Practice (2 SH)

NURS 341 Adult Health I (6 SH)

NURS 342 Adult Health I Lab (1 SH)

NURS 343 Adult Health I Practicum (2 SH)

NURS 361 Maternal/Child Nursing (6 SH)

NURS 362 Maternal/Child Nursing Lab (1 SH)

NURS 363 Maternal/Child Nursing Practicum (2 SH)

NURS 441 Nursing Care of the Older Adult (3 SH)

NURS 442 Nursing Trends and Issues (3 SH)

NURS 443 Essentials of Public Health and Community Nursing (3 SH)

NURS 444 Public Health and Community Nursing Practicum (1 SH)

NURS 460 Essentials of Nursing Management/Leadership (3 SH)

NURS 461 Adult Health II (6 SH)

NURS 462 Adult Health II Lab (1 SH)

NURS 463 Adult Health II Practicum (3 SH)

NURS 470 Research for Evidence-Based Practice (3 SH)

ASSOCIATE DEGREE IN NURSING COURSE REQUIREMENTS (72 SEMESTER HOURS)

BASIC CORE COURSE REQUIREMENTS (29 SEMESTER HOURS)

BIOL 105, 203, and 204 (12 SH)

PSYC 201 and 206 (6 SH)

ENGL 101 and 102 (6 SH)

RELI 101 or 102 (3 SH)

Any PHED activity course (1 SH)

DIMENSIONS (1 SH)

MAJOR COURSE REQUIREMENTS (43 SEMESTER HOURS)

NURS 106 Fundamental Concepts in Nursing (5 SH)
NURS 107 Fundamental Concepts Experiential Lab (1 SH)
NURS 108 Application of Fundamental Concepts (1 SH)
NURS 109 Basic Concepts in Health Assessment (2 SH)
NURS 110 Health Assessment Experiential Lab (1 SH)
NURS 114 Basic Concepts in Clinical Nursing (7 SH)
NURS 115 Basic Concepts Experiential Lab (1 SH)
NURS 116 Application of Basic Concepts (2 SH)
NURS 206 Nursing Concepts for Childbearing families (7 SH)
NURS 207 Childbearing families Experiential Lab (1 SH)
NURS 208 Application of Nursing for Childbearing families (2 SH)
NURS 209 Advanced Concepts in Clinical Nursing (6 SH)
NURS 210 Advanced Concepts Experiential Lab (1 SH)
NURS 211 Application of Advanced Concepts (3 SH)
NURS 290 Associate Degree Nursing Practice in Contemporary Society (3 SH)

Enrollment in a pre-licensure program (ADN or BSN) requires a minimum grade of “C” (2.00) in each nursing and science course for progression in the program. No more than one nursing or one science course may be repeated. A second grade of less than a “C” (2.00) in any nursing or science course will result in dismissal from the respective program.

ADVANCED PLACEMENT FOR THE ASSOCIATE DEGREE NURSING PROGRAM

Eligibility for advanced placement into the Associate degree nursing program (ADN) for Licensed Practical Nurses (LPN) includes the following:

Current unrestricted LPN license

Admission to Gardner-Webb University and to the SON

Transfer courses leading to licensure as a Practical Nurse

Successful Completion of Human Anatomy & Physiology I (BIO 203), General Psychology (PSY 201), Basic Concepts of Health Assessment (NUR 109) and Health Assessment Experiential Lab (NUR 110)

Cumulative GPA of 3.0 on all transfer courses

All Licensed Practical Nurses who meet these requirements may be accepted into the second semester of the ADN program based on available space. The course of study will begin with the regular nursing sequence of courses scheduled for a second semester first year ADN student.

Course Descriptions

ASSOCIATE DEGREE IN NURSING COURSES

106 FUNDAMENTAL CONCEPTS OF NURSING

5 semester hours

A foundational course which introduces basic nursing concepts related to client centered needs. Various topics such as caring, cultural competence, pharmacology and nutrition are addressed to provide the student with a beginning foundation for practicing nursing. An online module is incorporated to include various psychosocial concepts such as communication and grieving, The role of the associate degree nurse as an interdisciplinary team member and provider of care is examined. Concepts based on evidenced-based practice and informatics fundamental to beginning nursing skills and clinical practice are introduced. (5-0-5.)

Co-requisite: NURS 107, 108, 109, 110; BIOL 203, PSYC 201

107 FUNDAMENTAL CONCEPTS EXPERIENTIAL LAB

1 semester hour

Evidenced-based practice provides the foundation to learn beginning level clinical nursing skills used in providing client centered care for adult clients. Clinical nursing skills are performed in a laboratory setting utilizing didactic and clinical simulation with faculty. Fundamental nursing concepts such as cultural competence, quality improvement and use of technology are incorporated into clinical simulations and performance of clinical nursing skills. (0-3-1.)

Co-requisite: NUR 106,108,109,110; BIOL 203; PSYC 201

108 APPLICATION OF FUNDAMENTAL CONCEPTS

1 semester hour

Concentration is on the clinical application of fundamental concepts and fundamental clinical nursing skills for adult clients. Clinical skills are applied in an acute care setting under the supervision of a clinical faculty member. Fundamental concepts applied during the clinical experience include safety, nutrition, pharmacology, evidenced based practice, informatics, client centered care, interdisciplinary teamwork, and role of the associate degree nurse. (0-3-1.)

Co-requisite: NURS 106, 107,109, 110; BIOL 203; PSYC 201

109 BASIC CONCEPTS OF HEALTH ASSESSMENT

2 semester hours

Provides theory for performing health assessment on healthy individuals across the adult life span, utilizing the nursing process, adult growth and development theories, culturally competent, client centered care and roles of the associate degree nurse. The student assimilates knowledge for the development of beginning skills necessary for proficiency in obtaining a client history and comprehensive assessment. (2-0-2.)

Co-requisite: NURS 106, 107, 108, 110; BIOL 203; PSYC 201

110 HEALTH ASSESSMENT EXPERIENTIAL LAB

1 semester hour

Course concentration is in the development and practice of skills in health assessment. Students perform health assessment techniques using simulation in the laboratory. The student demonstrates beginning skills and practices necessary for proficiency in obtaining a client history and comprehensive assessment utilizing a culturally competent, client centered approach. (0-3-1.)

Co-requisite: NURS 106, 107, 108, 109; BIOL 203; PSYC 201

114 BASIC CONCEPTS IN CLINICAL NURSING

7 semester hours

This course provides a study of essential concepts in nursing with a focus on health care needs of adults with problems related to homeostasis, comfort, mobility, inflammation, elimination and cellular regulation. Mental health concepts and psychotherapeutic modalities are a major emphasis. (7-0-7.)

Prerequisite: NURS 106, 107, 108, 109, 110; BIOL 203; PSYC 201

Co-requisite: NURS 115, 116; BIOL 204; PSYC 206

115 BASIC CONCEPTS EXPERIENTIAL LAB

1 semester hour

This course focuses on skill development related to intravenous therapy, blood transfusions, community mental health, psychotherapeutic modalities, and therapeutic communication. Clinical skills are applied in a laboratory setting utilizing simulation with faculty. Continuing emphasis is placed on the knowledge base of client centered care provided by the associate degree nurse. (0-3-1.)

Prerequisite: NURS 106, 107, 108, 109, 110; BIOL 203; PSYC 201

Co-requisite: NURS 114, 116; BIOL 204; PSYC 206

116 APPLICATION OF BASIC CONCEPTS

2 semester hours

This course offers a clinical focus on adult clients experiencing physical and psychosocial dysfunctions. Continuing emphasis is placed on evidenced based practice, client centered care,

utilization of informatics, and the role of the associate degree nurse as member of an interdisciplinary team. (0-6-2.)

Prerequisite: NURS 106, 107, 108, 109, 110; BIOL 203; PSYC 20

Co-requisite: NURS 114, 115; BIOL 204; PSYC 206

206 NURSING CONCEPTS FOR CHILDBEARING FAMILIES

7 semester hours

This course provides a study of the nursing concepts that focus on the childbearing family. Specific course concepts include human growth and development from conception through childbearing, nutrition and pharmacology, health promotion and maintenance, evidenced based practice, and alterations in health. A one hour online module is incorporated in the course. (7-0-7.)

Prerequisite: NURS 106, 107, 108, 109, 110, 114, 115, 116; BIOL 203, 204; PSYC 201, 206

Co-requisite: NURS 207, 208; BIOL 105

207 CHILDBEARING FAMILIES EXPERIENTIAL LAB

1 semester hour

Course concentration is on the simulated application of nursing theory addressing care of the childbearing family. Clinical skills are applied in a laboratory setting utilizing simulation with faculty. Specific techniques utilized during the simulation include demonstration of clinical skills, pharmacology, problem-solving, prioritization, delegation, and communication with an interdisciplinary team. (0-3-1.)

Prerequisite: NURS 106, 107, 108, 109, 110, 114, 115, 116; BIOL 203, 204; PSYC 201, 206

Co-requisite: NURS 206, 208; BIOL 105

208 APPLICATION OF NURSING FOR CHILDBEARING FAMILIES

2 semester hours

This course offers a clinical focus on nursing care of the childbearing family. Clinical skills are applied to the care of children and childbearing families in a variety of community and acute care settings. Course concepts include human growth and development, nutrition and pharmacology, health promotion and maintenance, evidenced based practice, client centered care, and alterations in health from conception to childbearing. (0-6-2.)

Prerequisite: NURS 106, 107, 108, 109, 110, 114, 115, 116; BIOL 203, 204; PSYC 201, 206

Co-requisite: NURS 206, 207; BIOL 105

209 ADVANCED CONCEPTS IN CLINICAL NURSING

6 semester hours

A study of advanced concepts addressing complex and multi-system health needs of adults. Course activities prepare the student to critically appraise and apply previous nursing knowledge related to cultural competence, evidenced based practice, client centered care, informatics and skills in the management of care for a group of clients with complex health problems utilizing an interdisciplinary team approach. (6-0-6.)

Prerequisite: All BIOL and PSYC courses; NURS 106, 107, 108, 109, 110, 114, 115, 116, 206, 207, and 208

Co-requisite: NURS 210, 211, 290

210 ADVANCED CONCEPTS EXPERIENTIAL LAB

1 semester hour

Course concentration is on the assimilation of previous knowledge addressing complex and multi-system health needs of adults. Clinical skills are applied in a laboratory setting utilizing clinical simulation with faculty. Specific techniques utilized during the simulation include demonstration of clinical skills, pharmacology, problem-solving, prioritization, delegation, and communication with an interdisciplinary team. (0-3-1.)

Prerequisite: All BIO and PSYC courses; NURS 106, 107, 108, 109, 110, 114, 115, 116, 206, 207, and 208

Co-requisite: NURS 209, 211, 290

211 APPLICATION OF ADVANCED CONCEPTS

3 semester hours

This course provides opportunity for the transition from student to professional nursing roles through a focused client care experience in a selected clinical setting that allows synthesis of knowledge, skills, and attitudes. The goal of the course is to provide intensive hands-on experience in a concentrated clinical learning setting in a one-on-one opportunity with a practicing clinical role model. This focused Client Care Experience (FCCE) will facilitate the assumption of the role of graduate nurse in meeting the clinical leadership and management responsibilities that will be required upon successful completion of the RN licensing exam. Clinical hours: 100. (0-9-3.)

Prerequisite: All BIO and PSYC courses; NURS 106, 107, 108, 109, 110, 114, 115, 116, 206, 207, and 208.

Co-requisite: NURS 209, 210, 290

290 TRANSITION TO PRACTICE

3 semester hours

This hybrid course concentration is on transition to practice issues which include critical thinking, delegation and management, and prioritization for the nurse graduate. Discussion of major trends in healthcare and issues affecting client care are a major emphasis. A focus on informatics and evidenced based practice is also included. (3-0-3.)

Prerequisite: All required BIO and PSYC courses; NURS 106, 107, 108, 109, 110, 114, 115, 116, 206, 207, and 208

Co-requisite: NURS 209, 210, 211

295 SPECIAL TOPICS IN NURSING

1 to 3 semester hours

This elective course focuses on various subjects related to pre-licensure nursing. Possible topics include transition to nursing practice, delegation, leadership, and clinical competence. Students may participate in discussions and readings to promote critical thinking or study a specialized clinical area in nursing. This course may be one to three credits depending on the content and course requirements. (1-3 SH.)

Prerequisite: NURS 106, 107, 108, 109, 110, 114, 115, 116

NURS 239 NURSING ASSESSMENT

2 semester hours

This course focuses on the skills needed to perform a physical and psychosocial assessment of individuals. An emphasis in the course is on the collection of subjective and objective client data utilizing therapeutic communication techniques and documentation. The use of culturally competent care and evidenced based practice are integrated throughout the course. (2-0-2)

Prerequisite: ENGL 101, 102; BIOL 203

Co-requisite: NURS 240; BIOL 105 or 204

NURS 240 NURSING ASSESSMENT LAB

1 semester hour

This course provides the student with the opportunity to apply health assessment skills in a

laboratory setting. Students practice and demonstrate communication and health assessment skills that are necessary for the development of an individualized plan of care. (0-3-1)

Prerequisite: ENGL 101, 102; BIOL 203;

Co-requisite: NURS 239; BIOL 105 or 204

NURS 261 INTRODUCTION TO NURSING

4 semester hours

This course provides a beginning foundation for the practice of nursing. Students will integrate concepts from the sciences, liberal arts and nursing theory. Emphasis is on beginning nursing knowledge, caring, competence and communication for the professional nurse. The application of the nursing process necessary to provide care for adults within a cultural, legal and ethical framework is a major concentration. (4-0-4)

Prerequisite: NURS 239, 240

Co-requisite: NURS 262, 263

NURS 262 INTRODUCTION TO NURSING LAB

1 semester hour

Clinical nursing skills are performed in a laboratory setting utilizing didactic and clinical simulation with faculty. Foundational nursing concepts are integrated into scenarios to encourage the student to think critically and to apply the nursing process to a client situation. (0-3-1)

Prerequisite: NURS 239, 240

Co-requisite: NURS 261, 263

NURS 263 INTRODUCTION TO NURSING PRACTICUM

1 semester hour

This course provides the student with the opportunity to apply fundamental concepts and evidenced based clinical nursing skills to the acute care setting. Through these clinical experiences, students learn to apply principles of safe and effective nursing care. (0-3-1)

Prerequisite: NURS 239, 240

Co-requisite: NURS 261, 262

NURS 300 CONCEPTS IN PROFESSIONAL NURSING

3 semester hours

Introductory course for transition to the role of the professional nurse. The areas covered include evolution of nursing, professional socialization, theoretical base for practice, and components of professional nursing. (3-0-3.)

Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263
Co-requisite: 340, 341, 342

NURS 307 COMMUNICATION SKILLS IN NURSING

3 semester hours

Introductory nursing course designed to prepare the student to demonstrate effective written and oral/visual communication skills. Competency in basic skills of using a personal computer as a means of communication is included. The course stresses the importance of effective communication as well as the role of computers in health care.

Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263
Co-requisite: NURS 339, 341, 342, 343, 307

NURS 339 PHARMACOLOGY IN NURSING PRACTICE

2 semester hours

This foundational course provides an introduction to drug therapy. Drug classifications, methods of administration, physiological actions, purpose, and mechanism of action, desired and adverse effects of the drug are examined. Emphasis is placed on the nurses' responsibility in drug administration and patient assessment of response to drug therapy. (2-0-2)

Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263
Co-requisite: NURS 441, 442, 443, 444, 460

NURS 340 NUTRITION IN NURSING PRACTICE

2 semester hours

This course will provide a study of nutritional value in health promotion and disease management. Emphasis will be placed on the human need and utilization of nutrients to maintain optimal health status. Nutritional considerations associated with cultural diversity, socioeconomic status, and healthy lifestyles will be examined. (2-0-2)

Prerequisite: All BIOL and PSYC Courses; NURS 239, 240
Co-requisite: NURS 261, 262, 263

NURS 341 ADULT HEALTH I

6 semester hours

This course is designed to prepare the student to apply the nursing process to health care needs of adults who are experiencing common or recurrent health problems. Concepts relating to mental health and the response to mental illness will also be components in this course. Students will utilize concepts of caring, human needs theory, evidenced-based practice and communication as they focus on client needs. (6-0-6)

Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 340

Co-requisite: NURS 307, 342, 343

NURS 342 ADULT HEALTH I LAB

1 semester hour

This course provides the student with the opportunity to apply theory-based practice in a simulation laboratory. Scenarios are utilized to encourage the student's critical thinking skills, interpretation of laboratory data, pharmacology, and pathophysiology, use of informatics and demonstration of clinical skills. Students are guided in planning, selecting and implementing therapeutic nursing interventions to meet the physical and psychosocial needs of clients. (0-3-1)

Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 340

Co-requisite: NURS 307, 341, 343

NURS 343 ADULT HEALTH I PRACTICUM

2 semester hours

The course offers the student a clinical focus to care for clients experiencing physical and mental illness. Emphasis is placed on the role of the professional nurse as a member of the interdisciplinary team, the use of evidenced based practice and the application of the nursing process. (0-6-2)

Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 340

Co-requisite: NURS 307, 341, 342

NURS 361 MATERNAL/CHILD NURSING

6 semester hours

This course introduces nursing concepts related to pregnancy, care of the newborn and care of children through adolescence. Concepts related to human growth and development, health promotion and maintenance, cultural influences on the family and women's health issues are

integrated throughout this course. (6-0-6)

Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 340, 341, 342

Co-requisite: NURS 300, 362, 363

NURS 362 MATERNAL/CHILD NURSING LAB

1 semester hour

A clinical laboratory is the setting for this course with an emphasis on the nursing care of the childbearing family. Clinical simulations provide learning opportunities for students to practice clinical skills and promote the development of critical thinking skills. The use of technology, patient centered care, informatics and evidenced based practice are integrated throughout this course. (0-3-1)

Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 340, 341, 342

Co-requisite: NURS 300, 361, 363

NURS 363 MATERNAL/CHILD NURSING PRACTICUM

2 semester hours

A variety of community and acute care settings provide the learning environment for students to apply concepts related to the childbearing family. In addition to the concepts of human growth and development, concepts of prioritization and delegation are incorporated during this course. (0-6-2)

Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 340, 341, 342

Co-requisite: NURS 300, 361, 362

NURS 441 NURSING CARE OF THE OLDER ADULT

3 semester hours

Students in this course will discover valuable dimensions of caring for the older adult with evidence-based application of knowledge. The course is related to the normal and pathological changes of aging, commonly encountered diseases of aging, and the broad psychosocial, cultural, and public health knowledge required to provide expert nursing care to the older adult. The emphasis is to provide critical information needed to engage in the nursing process of assessment, diagnosis, planning, and evaluating outcomes of care. (3-0-3)

Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 340, 341, 342, 300, 361, 362, 461, 462, 463, 470

Co-requisite: NURS 339, 442, 443, 444, 460

NURS 442 NURSING TRENDS AND ISSUES

3 semester hours

This course is an analysis of contemporary issues related to the practice of professional nursing as well as the historical, legal, and contemporary context of professional nursing practice. Emphasis is on reflection of core values of professional nursing: altruism, autonomy, human dignity, integrity, social justice as demonstrated throughout the program. (3-0-3)

Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 340, 341, 342, 300, 307, 361, 362, 461, 462, 463, 470

Co-requisite: NURS 339, 441, 443, 444, 460

NURS 443 ESSENTIALS OF PUBLIC HEALTH AND COMMUNITY NURSING

3 semester hours

This course provides students with an introduction to public health and community nursing concepts. Emphasis is focused on illness prevention, health promotion, and health maintenance and restoration for individuals and families across the lifespan. (3-0-3)

Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 340, 341, 342, 300, 361, 362, 461, 462, 463, 470

Co-requisite: NURS 339, 441, 442, 444, 460

NURS 444 PUBLIC HEALTH AND COMMUNITY NURSING PRACTICUM

1 semester hour

This course provides students with the opportunity to apply public health and community nursing concepts to individuals, families and communities through faculty and preceptor guided clinical experiences. Application of evidenced-based nursing practice is used to apply theory to nursing practice in public health and community settings. (0-3-1)

Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 340, 341, 342, 300, 361, 362, 461, 462, 463, 470

Co-requisite: NURS 339, 441, 442, 443, 460

NURS 460 ESSENTIALS OF NURSING MANAGEMENT AND LEADERSHIP

3 semester hours

This course introduces the student to a synthesis of leadership/management theories within health care agencies and organizations. Emphasis is placed on the leading/managing behaviors

of the professional nurse as an individual and a group member in a variety of settings. (3-0-3)

Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 340, 341, 342, 300, 361, 362, 461, 462, 463, 470

Co-requisite: NURS 339, 441, 442, 443, 444

NURS 461 ADULT HEALTH II

6 semester hours

Synthesize theories, concepts, research, and evidence based practice in caring for an adult population with complex multisystem health care needs. Emphasis is on the role of the professional nurse in health promotion and maintenance, illness and rehabilitation of an adult population in a variety of acute care settings. (6-0-6)

Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 300, 307, 340, 341, 342, 361, 362, 363

Co-requisites: 462, 463, 470

NURS 462 ADULT HEALTH II LAB

1 semester hour

As a continuation of skills and concepts of Adult Health II, the Adult Health II clinical laboratory provides opportunity to practice advanced medical-surgical concepts essential for nursing care of adults requiring intervention in relation to complex multi system illness or injury. The clinical lab allows the application of nursing skills, knowledge, and critical thinking necessary for safe effective nursing care within a controlled setting. Students gain experience and confidence as they apply nursing knowledge, skills, and critical thinking within simulated clinical situations. (0-3-1)

Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 307, 340, 341, 342, 300, 361, 362, 363

Co-requisite: NURS 461, 463, 470

NURS 463 ADULT HEALTH II PRACTICUM

3 semester hours

This course provides opportunity for the transition from student to professional nursing roles through a focused client care experience in a selected clinical setting that allows synthesis of knowledge, skills, and attitudes. The goal of the course is to provide intensive hands on experience in a concentrated clinical learning setting in a one-on-one opportunity with a

practicing clinical role model. This Focused Client Care Experience (FCCE) will facilitate the assumption of the role of graduate nurse in meeting the clinical leadership and management responsibilities that will be required upon successful completion of the RN licensing exam.
Clinical hours: 100. (0-9-3.)

Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 307, 340, 341, 342, 300, 361, 362, 363

Co-requisite: NURS 461, 462, 470

NURS 470 RESEARCH FOR EVIDENCE BASED PRACTICE

3 semester hours

This course introduces the student to nursing research and the role nursing research plays in professional nursing practice. Emphasis is placed on the nursing research process, critiquing research, interpreting research findings and incorporating research into evidenced-based practice. (3-0-3)

Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 307, 340, 341, 342, 300, 361, 362, 363

Co-requisite: NURS 461, 462, 463

School of Psychology and Counseling

FACULTY

Dean: Professor D. Carscaddon

Professors: W. Fleming, L. Greene, J. Morgan, L. Smith

Assistant Professor: J. Graham, I. Naydenova, A. Shores, B. Thompson, S. Webb

MISSION STATEMENT

The mission of the undergraduate programs of the School of Psychology and Counseling is to give students a broad overview of the field of psychology within the foundation of a Christian, liberal arts institution.

GOALS

1. **KNOWLEDGE BASE OF PSYCHOLOGY** – Students will demonstrate familiarity with the major concepts, theoretical perspectives, philosophical foundations, empirical findings, and historical trends in psychology.
2. **RESEARCH METHODS IN PSYCHOLOGY** – Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. **CRITICAL THINKING SKILLS IN PSYCHOLOGY** – Students will respect and use critical

and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

4. APPLICATION OF PSYCHOLOGY – Students will understand and apply psychological principles to personal, social, and organizational issues.
5. VALUES IN PSYCHOLOGY – Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
6. INFORMATION AND TECHNOLOGY LITERACY – Students will demonstrate information competence and the ability to use computers and other technology for many purposes.
7. COMMUNICATION SKILLS – Students will be able to communicate effectively in a variety of formats.
8. SOCIOCULTURAL AND INTERNATIONAL AWARENESS – Students will recognize, understand, and respect the complexity of sociocultural and international diversity as well as the dignity and complexity of persons.
9. PERSONAL DEVELOPMENT – Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.
10. CAREER PLANNING AND DEVELOPMENT – Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

STUDENT LEARNING OUTCOMES

Graduates with the Bachelor of Science degree in Psychology are expected to:

1. be able to explain and critically examine psychological theories;
2. be able to write in APA style;
3. communicate effectively in both oral and written formats.
4. understand and apply basic research methods, including research design, data analysis, and interpretation.
5. assess psychological claims and make judgments on the basis of well-supported reasons;
6. apply psychological concepts, theories, and research findings as these relate to everyday life; and
7. understand the nature of psychology as a profession, such that students will be prepared for a career or for seeking graduate training;

MAJOR FIELDS OF STUDY

Psychology

MINOR FIELDS OF STUDY

Psychology

MAJOR FIELDS OF STUDY DETAIL

PSYCHOLOGY (39 HOURS)

The basic core course requirements must be satisfied. Classes required for completing the major are as follows:

PSYC 201, 206, 396, 397, 499, and 3 hours of Philosophy (PHIL 200 or 201). (In place of the PSYC 206 requirement, majors may take two of the remaining developmentally oriented courses: PSYC 301, 302, or 412).

Fifteen hours excluding PSYC 498 must be earned at the 400 level.

All prerequisites must be honored for PSYC 305, 396, 397, 402, 405, 441, 444, 450, 493, 495, 496, 497, 498 and 499.

The minor must be selected in consultation with the faculty advisor.

PSYCHOLOGY AS A SECOND MAJOR (30 HOURS)

Students choosing Psychology as a secondary major must meet all of the requirements of the primary major. Honors program students majoring in Psychology may count Honors 400/401 collectively as one of the five required 400 level courses.

MINOR FIELD OF STUDY DETAIL

PSYCHOLOGY (18 HOURS)

A minor in Psychology requires 18 semester hours, including PSYC 201 and 206. Six of the additional 12 hours must be at the 400 level.

ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All students transferring under the Comprehensive Articulation Agreement must complete a foreign language through the Intermediate I level (201).

Course Descriptions

201 GENERAL PSYCHOLOGY

3 semester hours

A survey of psychology as the scientific study of behavior and mental processes. The areas include learning, motivation, personality, measurement, the development process, social adjustment and the biological bases of behavior. This course is prerequisite to all other courses in Psychology, except PSYC 280, 206, 301, 302, 303, 310, 374, and 403. 3-0-3. (Fall, Spring)

206 DEVELOPMENTAL PSYCHOLOGY

3 semester hours

The psychological evolution of the individual through the life span and effect of the biosocial context on this evolution. 3-0-3. (Fall, Spring)

Prerequisite: PSYC 201

280 PERSONAL ASSESSMENT AND ADJUSTMENT

3 semester hours

A study of psychological processes of adjustment in the lives of university students. 3-0-3. (Fall, Spring)

Prerequisite: PSYC 201

301 CHILD PSYCHOLOGY

3 semester hours

A study of the general principles and theories of growth and development of the child from birth to early adolescence with emphasis upon intellectual, physical, emotional, cultural, and social development. 3-0-3. (Fall, Spring)

302 ADOLESCENT PSYCHOLOGY

3 semester hours

The study of intellectual, emotional, physical and social maturation from puberty to early adulthood with emphasis on socio-cultural and economic influences as well as adjustment difficulties and communication with the adolescent. 3-0-3. (Fall, Spring)

303 EDUCATIONAL PSYCHOLOGY

3 semester hours

An analysis of the basic principles of learning theory as well as physical, social, and moral development as they are applied to classroom learning with emphasis upon the application of theory to practical educational situations. Basics of standardized measurement, behavior management as applied to the classroom, and the influence of socio-cultural forces in society on education are discussed. Educational exceptionalities and laws related to them are also examined. 3-0-3. (Fall, Spring)

307 BIOLOGICAL PSYCHOLOGY

3 semester hours

An examination of the biological correlates of behavior with emphasis on the structure and function of the nervous system, bases of perception, arousal, motivation, memory and learning. 3-0-3. (On Demand)

310 SOCIAL PSYCHOLOGY

3 semester hours

A study of the interactions of persons in American society including such topics as group dynamics and pressure, crowd behavior, social movements and change, conformity and leadership. 3-0-3. (See Sociology 310) (Fall)

320 SPORT PSYCHOLOGY

3 semester hours

Study of the psychological skills and methods in sport and exercise, and how sport psychologists, coaches, therapists, athletes, and exercisers use these skills and methods to positively effect sport and exercise participation, performance, motivation, and enjoyment. (See Exercise Science 320) (Fall)

374 PSYCHOLOGY OF RELIGION

3 semester hours

A study of the principles of psychology as related to religious experience designed to develop insight into each student's own spiritual life. 3-0-3. (See Religious Education 374) (Spring)

396 INTRODUCTION TO STATISTICS

3 semester hours

An introductory approach to descriptive and inferential statistics designed to develop an understanding of basic statistical concepts, statistical significance, statistical inference and hypothesis testing. 3-0-3. (Fall)

Prerequisite: PSYC 201 or SOCI 201 (See Sociology 396.)

397 EXPERIMENTAL PSYCHOLOGY

3 semester hours

An introductory examination of procedures involved in selecting and stating problems, constructing research designs, collecting and evaluating data and stating conclusions. 2-2-3. (Spring)

Prerequisite: PSYC 201 and 396

401 PSYCHOPATHOLOGY

3 semester hours

Survey and analysis of the major mental disorders, interpretations and theories of therapy, including the relationship of abnormal behavior to social norms. 3-0-3. (Fall)

Prerequisite: PSYC 201

402 INTRODUCTION TO COUNSELING

3 semester hours

The study of the basic theories of counseling integrated into a problem-management model. 3-0-3. (Spring)

Prerequisite: PSYC 201 and 401

403 HUMAN BEHAVIOR IN ORGANIZATIONS

3 semester hours

The application of psychological principles to the problems of industry and business, selection of personnel, training efficiency, job analysis, performance measurement and human relations. See MGMT 403). 3-0-3. (Fall)

405 PSYCHOLOGY OF THE EXCEPTIONAL STUDENT

3 semester hours

A study of a wide range of exceptionalities manifested by children and adolescents in a school setting. Emphases are on appropriate instructional strategies and historical and legal bases for dealing with exceptional students. Observational experiences are required. 3-0-3. (On Demand)

Prerequisite: PSYC 201, 301 or 302

406 PSYCHOLOGY OF PERSONALITY

3 semester hours

A survey of the major theories of personality, with particular emphasis upon experimental studies and research procedures in the study of personality. 3-0-3. (Fall)

Prerequisite: PSYC 201

412 PSYCHOLOGY OF AGING

3 semester hours

An introduction to the psychological, social and biological aspects of aging. 3-0-3. (Variable)

Prerequisite: PSYC 201

425 CRISIS INTERVENTION COUNSELING

3 semester hours

Emphases are on death and dying, divorce, suicide, chemical dependency, rape and violence in the family. Supervised field experience is required. 3-0-3. (Variable)

440 FAMILY COMMUNICATION

3 semester hours

A study of family communication systems. Emphases are on the role of self concept, perceptions and emotions, listening skills, nonverbal communication, conflict resolution and building intimacy in family systems. 3-0-3. (Variable)

Prerequisite: PSYC 201

441 PSYCHOLOGY OF LEARNING

3 semester hours

A study of the major concepts of learning, experimental methods of studying learning phenomena and learning theory. 3-0-3. (Fall)

Prerequisite: 9 hours of psychology including PSYC 201

444 PSYCHOLOGICAL MEASUREMENT AND APPRAISAL

3 semester hours

An introduction to psychological measurement, with emphasis on the measurement of intelligence, achievement, personality, interests and special aptitudes. 3-0-3. (Spring)

Prerequisite: Psychology 396

450 POSITIVE PSYCHOLOGY

This course introduces students to the relatively new and rapidly developing field of positive psychology. Positive psychology focuses on the role of positive emotions, human virtues, and positive institutions in promoting well-being and living a good life. The course includes the study and discussion of theories and research and the application of research findings. Students will have the opportunity to apply course material to their own lives in meaningful ways.

Prerequisite: Psychology 201

491, 492, 493 SEMINAR IN PSYCHOLOGY

1, 2, or 3 semester hours each semester

Typical seminars are Psychology and Law and the Psychology of Women. Others are offered upon sufficient demand. 1-0-1, 2-0-2, 3-0-3. (Fall, Spring)

Prerequisite: Junior Standing including PSYC 201

495, 496 INDEPENDENT STUDY

3 semester hours

An in-depth research study for seniors majoring in psychology working under the guidance of the department faculty. The paper/project shall become a part of the holdings of Dover Library at the conclusion of the course. Prerequisites: Approval of the professor, Dean, and Associate Provost. 0-Independent Study-3, 0-Independent Study-3. (On Demand)

Prerequisite: Junior Standing including PSYC 201

497, 498 INTERNSHIP IN PSYCHOLOGY I AND II

1, 2, or 3 semester hours each semester

Internships provide an opportunity for psychology majors to intern in a professional setting in order to integrate academic knowledge with experience in the world of work, or to conduct applied research under the supervision of faculty and apply different methodologies to research questions. 1-5-1, 1-5-2, 1-5-3. (Fall, Spring)

Prerequisite: PSYC 201, 396; Junior or senior standing; Permission of instructor.

499 PSYCHOLOGY CAPSTONE COURSE

3 semester hours

The historical exploration of psychology as a field of scientific inquiry. The emphasis is on the development of schools of thought, prominent figures, and key theories. 3-0-3. (Variable)

Prerequisite: Senior Standing including PSYC 201

School of Education

FACULTY

Dean, Director of Graduate Studies, Coordinator of Educational Leadership, Coordinator of EDLS: A. Eury

Assessment Coordinator: J. Hamilton

Director of Center for Innovative Leadership Development, Coordinator of Organizational Leadership: J. Balls

Director of Undergraduate Studies/TEC, Chair of Middle Grades Education, Alternative Licensure: K. Clark

Coordinator of Curriculum & Instruction Studies, Coordinator of EDCI: S. Brown

Coordinator of Ed.S. Studies in Educational Leadership: S. Laws

Coordinator of Master of Arts in Curriculum & Instruction Programs and Concentration Pathways: J. Putnam

Chair of Master of Arts in Executive Leadership Studies: S. Shellman

Chair of Elementary Education, Field Experience Coordinator, Licensing Officer: TBA

Coordinator of Degree Completion: L. Wesson

Professors: A. Eury, C. McKinney, D. Shellman, L. Wesson

Associate Professors: S. Bingham, S. Brown, B. Boyles

Assistant Professors: J. Balls, K. Clark, J. Hamilton, S. Laws, J. Palermo, J. Parker, J. Putnam, A. Sanders

MISSION STATEMENT

The Gardner-Webb University School of Education empowers candidates and communities through innovative, collaborative leadership by applying principals of continuous improvement to expand human, social, and spiritual potential.

GOALS

The School of Education strives to accomplish its mission through its commitment to

1. prepare undergraduate and graduate candidates for professional roles and responsibilities within school settings;
2. provide rigorous programs of study which will facilitate reflective practice within a learning environment based upon Christian principles and values;
3. hire faculty who fill the role of caring, patient mentors while they model lifelong learning that reflects inquiry- and problem-based decision making; and
4. foster partnerships with and provide service to public schools and other organizations through collaborative activities such as consultation, research, and staff development.

STUDENT LEARNING OUTCOMES

Student learning outcomes specific to each major offered by the school are described in the appropriate sections that follow.

MAJOR FIELDS OF STUDY

The school offers two majors leading to the Bachelor of Science degree:

Elementary Education

Middle Grades Education

MINOR FIELDS OF STUDY

Professional Education

MAJOR FIELDS OF STUDY DETAIL

CONCEPTUAL FRAMEWORK OF TEACHER PREPARATION

Within a Christian environment, the Gardner-Webb University School of Education strives to develop reflective and ethical educators who are knowledgeable in content, respectful of diversity, proficient in technology, and skilled in meeting the needs of all students. Graduates of Gardner-Webb's School of Education should be 21st century leaders in every aspect of their profession, having the instructional, technological and collaborative communication skills to deliver relevant and rigorous content in a forward-thinking context that assures student learning (NC State Board of Education, 2006).

Within the framework of the liberal arts and sciences curriculum, the School of Education at Gardner-Webb University offers undergraduate majors in Elementary and Middle Grades Education. The professional education minor is a required program of study for students seeking licensure at the secondary level (9-12) in the areas of English, Mathematics, and Social Studies. In addition, successful completion of the professional education minor is required for undergraduate students seeking licensure at the K-12 level in the special subject areas of Art, French, Music, Physical Education, Spanish, English as a Second Language, and American Sign Language. Candidates who successfully complete these programs apply for the North Carolina Standard Professional 1 (Class A) Teaching License. Graduate programs at the Master's degree level are offered in Elementary Education (K-6), English Education (9-12), Middle Grades Education (6-9), School Counseling (K-12) and School Administration (K-12). Candidates who successfully complete these programs of study apply for the Class M license, with the exception of School Administration candidates who apply for the Class P license. In addition to the undergraduate and master's degree program, qualified candidates are offered to study at the doctoral level. Two tracks are offered in the Ed. D. program; educational leadership and curriculum and instruction.

The School of Education strives to accomplish its mission through its commitment to

1. prepare undergraduate and graduate candidates for professional roles and responsibilities within school settings;
2. provide rigorous programs of study which will facilitate reflective practice within a learning environment based upon Christian principles and values;
3. 3. hire faculty who fill the role of caring, patient mentors while they model lifelong learning that reflects inquiry and problem-based decision making; and
4. foster partnerships with and providing service to public schools and other organizations through collaborative activities such as consultation, research, and staff development (Gardner-Webb University Catalog, 2011-2012).

Central to all licensure programs at Gardner-Webb University is a common conceptual framework that provides not only a philosophical foundation that defines our work, but a model of practice that provides definition to the character and skill of our candidates. Built upon the North Carolina Professional Teaching Standards (NCPTS) and the North Carolina Standards for School Executives, (NCSSE), our conceptual framework places an emphasis on continual learning within the context of the community. Blueprints showing the relationship of our course work to state standards at both the graduate and undergraduate level are on file with the North Carolina Department of Public Instruction. Aligning our beliefs with those of Darling-Hammond (2005), we believe there are three components basic to effective teaching: the learner, knowledge, and assessment.

The Learner

According to Standard II (NCPTS), successful teachers establish a respectful environment for a diverse population of students (NCPTS, 2007). Therefore, effective educators recognize diversity as an asset and understand the relationship of individuality to learning. Not only do they understand human growth and development theory; they also recognize the teaching theory of differentiated instruction relative to the individual needs and diversity of students in today's classrooms (Tomlinson, 2001). As the ability of the learner changes, so must the complexity and rigor of the tasks as well as the assessments.

Recognizing that it is the responsibility of the School of Education to respond to teacher candidates' needs for experiences in a variety of situations and settings, all aspects of a candidate's education, including classroom instruction, field experience, and student teaching, are planned and aligned to provide opportunities to understand and prepare for the targeted needs of learners from a wide variety of backgrounds and experiences. Candidates' awareness of student diversity in every area of teaching responsibility, including curriculum and materials selection, lesson planning, assessment, and interaction with students, is an expectation of our institution. Banks et al. contends that while in the past, schools have focused on isolating learners by any number of limiting factors or demographics, today's teacher must focus on inclusion, recognizing that "educators must seek to eliminate disparities in educational opportunities among all students, especially those students who have been poorly served by our

current system” (as cited in Darling-Hammond and Bransford, Eds., 2005, p. 223). It is our belief that educating teachers who are prepared to confront disparity wherever it exists, is a basic responsibility of our role as teacher educators.

The graduate learner focuses on program-long internships emphasizing working with others to facilitate learning environment needs.

Knowledge

Standard III (NCPTS) mandates that candidates know the content they teach. The expectation is that graduates of the School of Education will not only possess content knowledge, but they will also acquire the pedagogy necessary to convey the connections and relevance within the content, thereby gaining the ability to facilitate learning, which is Standard IV (NCPTS). This in-depth study of pedagogy will also enable graduates to choose appropriate methodology to enhance particular content. As Darling-Hammond asks, “How can we teach what we do not understand ourselves?” (2005, p. 205). In addition to content knowledge, the School of Education has the expectation that candidates possess a high degree of self-knowledge about their own professional dispositions developed through ongoing reflective practice. Whether aspiring teacher leaders or future school executives, candidates are encouraged to ask themselves what they are “best in the world at doing” and what they “are deeply passionate about” (Collins, 2001, p. 95). Candidates should possess dispositions toward excellence in school management and instruction. As Collins reiterates, “People are not your most important asset. The right people are” (p. 13). It is the belief of the School of Education that it is our responsibility to support our PK-12 partners by providing them highly qualified school personnel who have the knowledge, skills and dispositions to lead and teach.

Additionally, the School of Education supports candidates in their journey to be lifelong learners. Standard I (NCPTS) delineates teachers as leaders. In order to be a leader in education, candidates must first understand that learning about their craft does not end at graduation. The understanding that the candidate’s pursuit of knowledge about the art of teaching has only just begun is conveyed by the School of Education through course work, modeling, and opportunities for service and leadership through student organizations such as the Student North Carolina Association of Educators and Kappa Delta Pi, the international honor society in education.

Lifelong learning and professional development is further encouraged by the School of Education’s support of The Center for Innovative Leadership Development, which is Gardner-Webb University’s catalyst for developing the skills of local leaders with proven methods that focus on transforming essential community functions and improving the results and quality of life that communities enjoy. The Center (CILD) provides professional development in a variety of settings for school leaders, most significantly, a summer conference, which attracts school leaders from across the state. The Center also houses and facilitates resource projects with

local school systems.

Assessment

At the heart of effective instruction is the ability to know when learning has been achieved. To this end, candidates should have not only knowledge of a variety of assessments used in their field, but they should also be able to use the data obtained from formative and summative assessments to make informed decisions about content and methodology. Also, in consideration of Standard V (NCPTS), candidates must become reflective practitioners who understand how to analyze this data and determine the effectiveness of their instruction. Such assessment should utilize multiple measures, be continuous and be thoroughly analyzed. It is the analysis of assessment that provides direction to future learning tasks. “Any activity that requires students to reflect on what they are learning and to share their progress both reinforces the learning and helps them develop insight into themselves as learners. These are keys to enhancing student motivation” (Stiggins et al., 2006). Assessment should not be relegated to formalized summative testing, but should drive targeted effective teaching. The needs of learners are important in planning for instruction as well as assessment. Cohen (1994) writes that assessment promotes “meaningful involvement of students with material that is central to the teaching objectives of a given course. For this meaningful involvement to take place, the goals of the assessment tasks need to reflect the goals of the course, and these goals need to be made clear to the students” (p. 13). Candidates’ utilization and analysis of, and reflection upon data to design lessons are integrated components of Gardner-Webb’s course work, field experiences, and professional practice.

TEACHER EDUCATION COMMITTEE

This committee develops and implements policy, approves curricula, and evaluates programs for the undergraduate and graduate education programs. It is composed of faculty members from each school and department offering programs leading to licensure, student representatives, and public school personnel.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

To be admitted to the Teacher Education Program, the undergraduate degree seeking candidate must meet the following requirements:

1. File a declaration of intent to major in an area of licensure with the Academic Advising Center.
2. Complete a minimum of 30 cumulative semester hours, with at least 12 hours earned at Gardner-Webb.
3. Complete the Application for Admission to Teacher Education. Applications are due the first Monday in October and the first Monday in March. (See calendar dates listed on course schedule).
4. For accreditation purposes, candidates are expected to have an overall GPA of 3.0 in addition to other factors for admission to Teacher Education.

5. Complete EDUC 250 with a grade of C or better (a C- is not acceptable). The Teacher Education Handbook provides specific guidelines for the pre-service candidate.
6. Obtain the minimum scores currently required by State Board of Education on the PRAXIS Core examinations or the SAT/ACT equivalents. These scores are subject to change by the State Board of Education. Applicants must satisfy the score requirements in effect at the time of Admission to the Teacher Education Program. Elementary Education applicants must also take the General Curriculum Exam including the Math Sub-test for licensure to be considered for Admission. Elementary Education applicants do not have to pass the examination for admittance.
7. Must complete MATH 204 and MATH 205 with a "C" or better if majoring in Elementary Education.
8. Successfully complete the Teacher Education Program Interview.

THE PROFESSIONAL SEMESTER

Before beginning the professional semester (which includes the 15-week student teaching experience), the candidate must meet the following requirements:

1. Submit a completed Application for Student Teaching on or before February 15 for teaching in a fall semester and on or before September 15 for teaching the spring semester. (See calendar dates listed on course schedule).
2. Maintain a 3.0 cumulative grade point average.
3. Maintain a grade of C (2.0) or better (a C- is not acceptable) in all professional education courses.
4. Complete all requirements for the selected major. Any exceptions must be approved by the Dean of the School of Education. These requirements are described under the appropriate department listing.

Beginning in the fall 2003, State Board of Education policy mandated that an undergraduate teacher education candidate be admitted into the teacher education program at least one full semester prior to the semester in which he/she is planning to student teach. If a candidate plans to student teach during the spring semester, he/she must be admitted prior to the end of the previous spring semester. If a candidate plans to student teach during the fall semester, he/she must be admitted prior to the end of the previous fall semester. There will be no exceptions to this policy.

STUDENT TEACHING AND RELATED FIELD EXPERIENCES

Student teaching assignments and various field experiences required throughout the Teacher Education Program are made by the Director of Field Experiences and Student Teaching in public schools within commuting distance from the University. Transportation to these sites is the responsibility of the candidate.

COMPLETION OF THE TEACHER EDUCATION PROGRAM

Successful completion of the basic course and licensure requirements, all major requirements and the Professional Education Minor, including the professional semester, will qualify candidates for licensure in North Carolina and many other states.

NORTH CAROLINA LICENSURE REQUIREMENTS

To be recommended for Standard Professional 1 (SP1) licensure in the state of North Carolina, a candidate must meet the following requirements:

1. Complete an approved program of study.
2. Obtain minimum scores on the state-required examinations for your licensure area, if applicable.
3. Submit the completed application for licensure to the School of Education.
4. Provide official transcripts for all college and university work completed at other institutions to the office of School of Education.
5. Remit the processing fee required by the State of North Carolina at the time of application.

LICENSURE ONLY CANDIDATES

Individuals who hold a baccalaureate degree and wish to obtain a North Carolina Standard Professional 1 license may apply for admission to the approved program for teacher licensure. The candidate must meet entrance and exit requirements comparable to those required of a degree-seeking candidate in the approved program. A minimum of 21 hours must be taken at Gardner-Webb University to be recommended for licensure by the institution.

STUDENT APPEALS

Students not meeting requirements for admission to teacher education and/or the professional semester (student teaching) may appeal to the Teacher Education Committee for acceptance or continuation in the program. The process for appeal is outlined in the Teacher Education Committee Policy Manual.

ADDITIONAL INFORMATION

All teacher candidates, regardless of the area of licensure, will be charged a Clinical Assessment Fee in EDUC 250, Teaching in 21st Century Schools and 450, Student Teaching. This fee will cover the candidate's subscriptions to TaskStream and Teachscape, as well as the required background checks. In addition, Elementary and Middle Grades candidates are required to have an iPad with video capabilities and a Teachscape Mini Kit (sold in the University Campus Shop) for every EDUC course with the exception of EDUC 250, Teaching in the 21st Century.

All course work in both the education majors (middle and elementary) and in the education

minor must have a grade of “C” or better (“C-” is not acceptable).

ELEMENTARY EDUCATION (31 HOURS)

STUDENT LEARNING OUTCOMES

Students who graduate from the Elementary Education program will demonstrate proficiency in the North Carolina Professional Teaching Standards (NCPTS) as follows:

1. Teachers demonstrate leadership.
2. Teachers establish a respectful environment for a diverse population of students.
3. Teachers know the content they teach.
4. Teachers facilitate learning for their students.
5. Teachers reflect on their practice.

Proficiencies will be met as students exhibit competency in the following areas:

1. knowledge across all content areas included in the breadth of the Gardner-Webb core curriculum and enhanced by the specialty area of the curriculum. The beginning teacher will be broadly and liberally educated and have full command of the content that he or she will teach (NCPTS III);
2. knowledge of characteristics of developmental stages of children ages 5-12 (NCPTS IV);
3. understanding of the unique learning characteristics of children from diverse populations including socioeconomic, linguistic, and cultural backgrounds as well as adapting for the needs of exceptional students (NCPTS II);
4. the ability to plan, adapt, reflect on curriculum theory, and teaching strategies to meet the needs of the K-6 learner (NCPTS III, IV, and V);
5. the ability to organize classroom environments conducive to facilitating and stimulating the life-long intellectual growth of all children (NCPTS IV);
6. interpersonal skills for the purpose of establishing effective communication in the classroom, in the school, between the home and school, and among the school community (NCPTS I, V);
7. the ability to effectively assess and evaluate student learning and to use results to establish an effective instructional program (NCPTS IV, V);
8. understanding of the teacher’s role as a change agent and the relevance of current issues related to teaching as a profession and to schooling in a complex society (NCPTS I, II, IV);
9. knowledge about schools, teaching, and children that increases through carefully planned and supervised field experiences (NCPTS II, IV); and
0. a commitment to service within the school and global community (NCPTS I, V).

COURSE REQUIREMENTS

EDUC 302 Literacy Foundations

EDUC 306 Literacy and the Language Arts for K-8
EDUC 311 Fine Arts Integration in 21st Century Schools
EDUC 312 Practicum in Literacy
EDUC 410 Introduction to Integrated Curriculum and Assessment
MATH 204 Math Content for Elementary Teachers
MATH 205 Math Content for Elementary Teachers II
MAED 330 Math Methods in 21st Century Schools
PHED 300 Healthful Living for Elementary Education
SCED 330 Science Methods in 21st Century Schools
SSED 307 Social Studies Methods in 21st Century

Additional requirements for NC licensure (may be taken as part of the basic core requirements):
ARTS 225, BIOL 111, CHEM 103 or PHYS 103, GEOL 105, HIST 245, MATH 105, MUSC 225,
POLS 202, one American Literature, and one British or World Literature course. (CHEM 111
and POLS 304 are acceptable substitutions for licensure requirements.)

The candidate must also complete the Professional Education minor.

The North Carolina State Board of Education has adopted new teacher standards and required all teacher education programs to be revisioned. All candidates starting their teacher education program with EDUC 250 in the fall of 2010 must complete the new program regardless of the catalogue under which they entered Gardner-Webb University. Candidates who are already in teacher education can choose to complete the current program or the new program.

It is recommended that teacher candidates take the following courses the semester before student teaching: EDUC 435, EDUC 350, and MAED 330.

MIDDLE GRADES EDUCATION (42-50 HOURS)

STUDENT LEARNING OUTCOMES

Students who graduate from the Middle Grades Education program will demonstrate proficiency in the North Carolina Professional Teaching Standards (NCPTS) as follows:

1. Teachers demonstrate leadership.
2. Teachers establish a respectful environment for a diverse population of students.
3. Teachers know the content they teach.
4. Teachers facilitate learning for their students.
5. Teachers reflect on their practice.

Proficiencies will be met as students exhibit competency in the following areas:

1. knowledge across all content areas included in the breadth of the Gardner-Webb core

curriculum and enhanced by the specialty area of the curriculum. The beginning teacher will be broadly and liberally educated and have full command of the content that that he or she will teach (NCPTS III);

2. knowledge, skills and dispositions needed to assume the role of teacher as theorist and practitioner, as outlined in the teacher education program's conceptual model and in adopted state and national standards;
3. knowledge of the characteristics of young adolescents in contemporary society and the impacts these have on curriculum and instruction and the ability to develop developmentally and cognitively responsive learning models (NCPTS IV);
4. knowledge of a specialty area supported by a liberal arts education in one of the following areas language arts, mathematics, social studies and science (NCPTS III);
5. knowledge of the concept of developmentally responsive models of middle level schooling (NCPTS IV);
6. knowledge of the unique learning characteristics of young adolescents from diverse populations including socioeconomic, linguistic, and cultural backgrounds as well as adapting for the needs of exceptional students and the knowledge to create responsive learning environments (NCPTS II);
7. interpersonal skills for the purpose of establishing effective communication in the classroom, in the school, between the home and school and among the school community (NCPTS I,V);
8. understanding of the teacher's role as a change agent in middle schools and the relevance of current issues related to teaching as a profession and to schooling in a complex society and understanding the need for life-long professional growth (NCPTS I, II, IV, V);
9. knowledge about schools, teaching, and children that increases through carefully planned and supervised field experiences (NCPTS II, IV, V); and
0. a commitment to service within the school and global community (NCPTS I,V).

COURSE REQUIREMENTS

The Basic Course requirements must be satisfied. The candidate will not be permitted to complete more than 50% of the major until formally admitted into the Teacher Education Program. The student must choose one area of specialization (two are recommended).

SPECIALTY AREAS:

LANGUAGE ARTS (26 HOURS)

ENGL 211 or 212 British Literature (3 hours)

ENGL 231 or 232 American Literature (3 hours)

ENGL 251 Foundations of World Literature (3 hours)

EDUC 306 Literacy and Language Arts for K-8 (4 hours)

ENGL 363 Structure of the English Language (3 hours)

ENGL 391 Workshop in English 1 (1 hour) (must be taken concurrently with EDUC 316)

ENGL 483 The Teaching of Writing (3 hours)

Literature Electives (6 hours)

MATHEMATICS (29 HOURS)

MATH 105 Elementary Probability & Statistics (3 hours)

MATH 110 Finite Mathematics (3 hours)

MATH 150 Pre-Calculus (3 hours)

MATH 151 Calculus (4 hours)

MATH 204 Fundamental Concepts of Math (3 hours)

MATH 331 Linear Algebra (3 hours)

MAED 330 Methods of Teaching Math (3 hours)

MATH 230 Foundations of Higher Math (3 hours)

MATH 445 (1 hour)

MATH Elective (3 hours)

SOCIAL STUDIES (27 HOURS)

HIST 245 The American Century (3 hours)

HIST 332 Twentieth Century Europe (3 hours)

HIST 345 NC History (3 hours)

Non-Western History (e.g. POLS 351) (3 hours)

SSCI 205 Global Understanding (3 hours)

POLS 311 Comparative Politics (3 hours)

ECON 203 Econ & Free Market System (3 hours)

SSED 307 Social Studies Methods (3 hours)

SSED 310 Teaching Geography (3 hours)

Elective (3 hours) - Any Social Science department elective

SCIENCE (30-31 HOURS)

BIOL 111 General Biology (4 hours)

BIOL 104 Environment (4 hours)

CHEM 103 Introductory Chemistry (4 hours)

GEOL 105 Oceanography & Meteorology (4 hours)

PHYS 103 Introductory Physics (4 hours)

PHYS 104 Astronomy (4 hours)

SCED 330 Science Methods (3 hours)

Science Elective (3-4 hours) Any Natural Science

Department elective, however, BIOL 101 Human Biology is recommended.

The candidate must also complete the Professional Education minor.

The North Carolina State Board of Education has adopted new teacher standards and required all teacher education programs to be revisioned. All candidates starting their teacher education program with EDUC 250 in the fall of 2010 must complete the new program regardless of the catalogue under which they entered Gardner-Webb University. Candidates who are already in teacher education can choose to complete the current program or the new program.

MINOR FIELDS OF STUDY DETAILS

*The education minor can only be used in conjunction with majors in which there are approved licensure programs.

PROFESSIONAL EDUCATION MINOR

For Elementary Education majors the following courses are required:

EDUC 250 – Teaching in the 21st Century
EDUC 350 – Diverse Populations in 21st Century Schools
EDUC 435 – Facilitating Learning in 21st Century Schools
EDUC 450 – Student Teaching
PSYC 303 – Educational Psychology

For Middle Grades Education majors the following courses are required:

EDUC 250 – Teaching in the 21st Century
EDUC 350 – Diverse Populations in 21st Century Schools
EDUC 436 – Facilitating Learning in 21st Century Middle Schools
EDUC 450 – Student Teaching
PSYC 303 – Educational Psychology
Literacy component required for all Middle Grades Candidates (12 hrs):
EDUC 303 Literacy for the Middle Grades Candidate (4 hrs.)
EDUC 316 Reading and Writing in the Content Areas (3 hrs.)
EDUC 410 Introduction to Curriculum Integration and Assessment (3 hrs.)
ESOL 335 Practicum and Methods (2 hrs.)

Course requirements for this minor in the areas of English, Mathematics, Social Studies and in the special subject areas (K-12) of Music, Physical Education, French, Spanish, English as a Second Language and Art are described in catalogue sections under the heading of each major. EDUC 440 Classroom Management will be offered as part of the education minor for departments that require it.

In all cases candidates will not be permitted to complete more than 50% of the minor until they

are formally admitted into the Teacher Education program.

ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All elementary education students transferring under the Comprehensive Articulation Agreement must complete ENGL 231 or 232; ENGL 211, 212 or 251; ARTS 225; MUSC 225; POLS 201 or 202; BIOL 111; CHEM 103 or PHYS 103; GEOL 105; MATH 105; and HIST 245.

Equivalences exist within the community college curriculum for each of the above courses. Careful planning prior to transfer can ensure that these licensure requirements are met within the context of the A.A. degree.

Course Descriptions

250 TEACHING IN THE 21ST CENTURY SCHOOLS

4 semester hours A course designed to be the candidates' first course orienting them to education as a profession, to Gardner-Webb University's School of Education, and to the North Carolina Professional Teaching Standards (NCPTS) and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Experiences include a field experience with classroom observations, exploration of a diverse range of topics, and guided research in their intended teaching area particularly in relation to the North Carolina Standard Course of Study. 3-1-4 (All teacher candidates, regardless of the area of licensure, will be charged a Clinical Assessment Fee in EDUC 250, Teaching in 21st Century Schools and 450, Student Teaching. This fee will cover the candidate's subscriptions to TaskStream and Teachscape, as well as the required background checks. In addition, Elementary and Middle Grades candidates are required to have an iPad with video capabilities and a Teachscape Mini Kit (sold in the University Campus Shop) for every EDUC course with the exception of EDUC 250, Teaching in the 21st Century.) (Fall and Spring)

Co-requisite: Math 204

302 LITERACY FOUNDATIONS

3 semester hours This course is designed with emphasis on the literacy process as a fundamental aspect of the 21st century school curriculum. The focus is on theory, literacy development and the methods of teaching various literacy skills. Current research and practices will be examined and evaluated. Each student will be required to observe the teaching of literacy in the public school classroom. 3-1-3 (Fall)

An iPad and a Teachscape Mini Kit are required for this course.

Prerequisite: EDUC 250 with grade of C or better.

303 LITERACY FOR THE MIDDLE GRADES CANDIDATE

4 semester hours This course is a study in communication skills. During this course reading,

speaking, writing, listening (or literacy) and various other types of modern technological media will be examined. Emphasis will be on language, no matter the media or means used, as a tool for learning. Therefore whether language is coming through books, computers, Nooks, iPods, iTunes, Internet, or orally through family members, the crux of this course is to understand how language is central to the life of middle level students in grades 5 through 9. (A materials fee is charged for this course.) (Fall)

An iPad and a Teachscape Mini Kit are required for this course.

Prerequisite: EDUC 250 with grade of C or better.

306 LITERACY AND LANGUAGE ARTS FOR K-8

4 semester hours This course is designed to assist elementary and middle candidates with an awareness of the importance of literacy and language arts in the 21st century classroom. Candidates will be immersed in literacy and reading instruction as they develop oral and communication skills. Literacy and children's literature will be interwoven to ensure that all students achieve their full literacy potential. The overarching goal will be to examine the relationship between language arts and children's literature as the two processes are integrated while promoting a lifelong interest in books. Emphasis will be placed on many genre of literature that will support the curriculum and meet established standards. 3-1-4 (Spring)

An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDUC 302

Prerequisite: EDUC 250 with grade of C or better.

311 FINE ARTS INTEGRATION IN 21ST CENTURY SCHOOLS

3 semester hours This course is designed to assist candidates in understanding an approach to teaching in which students construct and demonstrate knowledge of various content areas through art, music, and drama. Candidates will engage in a creative process which connects the various arts forms to other subject areas and meets objectives in all areas involved. Methods for integrating the fine arts with the elementary curriculum will be developed, modeled, studied, and practiced. Candidates will connect the arts to basic reading skills, literacy, writing, mathematics, cognitive skills, motivation, and social behavior through a series of lesson plans. 3-0-3 (Spring)

An iPad and a Teachscape Mini Kit are required for this course.

Prerequisite: EDUC 250 with grade of C or better.

312 PRACTICUM IN LITERACY (K-6)

3 semester hours A course designed to provide experiences for the pre-service teacher in the teaching of literacy and diagnosing difficulties with literacy skills on the K-6 level. Emphasis is placed on the causes of learning disabilities that affect literacy development and achievement, diagnostic instruments, standard and informal assessment procedures, report writing, and materials and methods of literacy instruction. Candidates will work with individual students and small groups in the public school classroom. 3-1-3 (A materials fee will be charged for this class.) (Fall and Spring)

An iPad and a Teachscape Mini Kit are required for this course.

Prerequisite: EDUC 302

Prerequisite: EDUC 250 with grade of C or better.

316 TEACHING READING AND WRITING IN THE CONTENT AREAS

3 semester hours A course designed to give an overview of reading and writing development; to aid in integrating content areas with reading and writing techniques; and to explore the implications of research for teaching at the middle and secondary levels. Middle Grade Language Arts Candidates are required to register for ENGL 391 while taking this course. 3-0-3 (Spring)

Co-requisite: ENGL 391 for Middle Grades Language Arts majors only.

Prerequisite: EDUC 250 with grade of C or better.

350 DIVERSE POPULATIONS IN 21ST CENTURY SCHOOLS

4 semester hours A course designed to assist developing teacher candidates with the articulation and recognition of positive learning environments for the wide variety of diverse students present in 21st century schools. This diversity includes cultural, socio-economic, environmental, social, physical, academic, behavioral, and linguistic individual differences among students. Given these individual differences, candidates' articulations would include high expectations for individuals, understanding of various resources for meeting individual needs (including the use of support specialists), and understanding strategies for enhancing communication between and among home and school environments. 3-1-4 (Fall and Spring)

Prerequisite: EDUC 250 with grade of C or better.

410 INTRODUCTION TO CURRICULUM INTEGRATION AND ASSESSMENT

3 semester hours This course will focus on understanding the various models of curriculum integration and their implementation through interdisciplinary instructional planning. Topics will include understanding the relationship between content and various disciplines and the use of multiple indicators, including formative and summative assessment, to evaluate student progress and growth as they strive to eliminate achievement gaps. 3-1-3 (Fall and Spring)

An iPad and a Teachscape Mini Kit are required for this course.

Prerequisite: EDUC 250 with grade of C or better.

432 METHODS OF TEACHING SECONDARY

3 semester hours A study of current methods and materials for approved subject areas in secondary school. Emphasis will be placed on planning for instruction, the selection and implementation of appropriate teaching models, instructional materials, instructional delivery, and evaluation techniques. 3-1-3 (Spring) Prerequisite: Admission to Teacher Education.

Prerequisite: EDUC 250 with grade of C or better.

435 FACILITATING LEARNING IN 21ST CENTURY ELEMENTARY SCHOOLS

4 semester hours Elementary Education candidates will build on knowledge of individual student

development gained in EDUC 350 (Diverse Populations in 21st Century Schools), candidates will apply that knowledge as they assess particular individual student needs, and will collaboratively plan appropriate instruction to meet those needs. Within this course, instruction and classroom management will be interwoven into every aspect of teaching and learning. Instructional plans will include monitoring of student performance, utilization of a variety of planning models, methods, and materials, exposure to various aspects of management that will be encountered during instruction, an integration of technology and instruction that leads to application of critical thinking and problem solving skills. This course will also address preparation for the school year, communicating with parents/guardians, creating rules and procedures, motivating students to learn, and responding to inappropriate behavior. Course requirements: Taken the semester before the student teaching semester and located in a partnership school. 3-1-4 (Fall and Spring)

An iPad and a Teachscape Mini Kit are required for this course.

Co-requisite: EDUC 350.

Prerequisite: EDUC 250 with grade of C or better.

436 FACILITATING LEARNING IN 21ST CENTURY MIDDLE SCHOOLS

4 semester hours Middle School Education will build on knowledge of individual student development gained in EDUC 350 (Diverse Populations in 21st Century Schools), apply that knowledge as they assess particular individual student needs, and collaboratively plan appropriate instruction to meet those needs. Within this course, instruction and classroom management will be interwoven into every aspect of teaching and learning. Instructional plans will include monitoring of student performance, utilization of a variety of planning models, methods, and materials, exposure to various aspects of management that will be encountered during instruction, an integration of technology and instruction that leads to application of critical thinking and problem solving skills. This course will also address preparation for the school year, communicating with parents/guardians, creating rules and procedures, motivating students to learn, and responding to inappropriate behavior. Course requirements: Taken the semester before the student teaching semester and located in a partnership school. 3-1-4 (Fall and Spring)

An iPad and a Teachscape Mini Kit are required for this course.

Prerequisite: EDUC 250 with grade of C or better.

440 CLASSROOM MANAGEMENT

3 semester hours This course focuses on various strategies for establishing the types of classroom conditions and student behavior that provide optimal learning environments. 3-1-3. (Fall)

Prerequisite: EDUC 250 with grade of C or better.

450 STUDENT TEACHING

12 semester hours A 15-week period of full-time supervised teaching at the appropriate level.

(Fall and Spring) Prerequisite: Admission to Teacher Education

Prerequisite: EDUC 250 with grade of C or better.

MAED 330 MATH METHODS IN 21ST CENTURY SCHOOLS

3 semester hours Methods of teaching mathematics in elementary and middle school classrooms are explored. Emphasis will be placed on the planning, teaching, and assessing of mathematics in authentic settings. Teacher candidates will work with small groups in a public school setting. 3-1-3 (Fall and Spring)

An iPad and a Teachscape Mini Kit are required for this course.

Prerequisite: MATH 204

Prerequisite: EDUC 250 with grade of C or better.

SCED 330 SCIENCE METHODS IN 21ST CENTURY SCHOOLS

3 semester hours Methods of teaching science (K-8) are explored, including the planning, teaching, and evaluating of science in elementary and middle school classrooms. Using the inquiry approach, students will relate content knowledge and understanding of the scientific processes as they relate to real-world application. 3-0-3 (Fall)

An iPad and a Teachscape Mini Kit are required for this course.

Prerequisite: EDUC 250 with grade of C or better.

SSED 307 SOCIAL STUDIES METHODS IN 21ST CENTURY SCHOOLS

3 semester hours A study of the content, resources and strategies in social studies education (K-8). This course includes examination of methods for planning, teaching, and evaluating history, geography, civics, and other social studies. 3-0-3 (Spring)

An iPad and a Teachscape Mini Kit are required for this course.

Prerequisite: EDUC 250 with grade of C or better.

SSED 310 TEACHING GEOGRAPHY

3 semester hours This course will develop the skills and the knowledge of world regions necessary for understanding and teaching geographic themes and concepts to young adolescents. The course assumes that teacher candidates bring to the class limited experience in the formal study of geography. 3-0-3. (Fall)

Prerequisite: EDUC 250 with grade of C or better.

Directory and Appendices

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I. Glenn Bottoms, 1983, Professor of Economics and Management Information Systems

B.A., Emory University; M.A., University of Ottawa; Ph.D., Georgia State University;
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B.S., Berea College; M.B.A., Morehead State University; M.S. in Marketing,
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R. Van Graham, 1999-2002, 2005, Associate Professor of Business Law and Management:
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B.S., New Mexico State University; Ph.D., University of Alabama at Huntsville

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B.A., Oglethorpe University, M.B.A., University of South Carolina, Columbia; M.B.A.+
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B.S., University De Oriente; M.B.A., Edgewood College; Ph.D., The University of Texas
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Additional Studies: Hebrew Union College and Jewish Institute of Religion

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Douglas M. Dickens, 2000, W. Randall Lolley Professor of Pastoral Studies
B.A., Ouachita Baptist University; M.Div., Ph.D., Southwestern Baptist Theological
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Surry Center - Surry Community College, Dobson
Mayland Center - Mayland Community College, Spruce Pine
Wilkes Center - Wilkes Community College, North Wilkesboro
Catawba Center - Catawba Valley Community College, Hickory
Burke Center - Old Rock School, Valdese

Central and Eastern Regions:

Reagan Clark, B.A., M.A., Regional Director
GWU Charlotte: Markeatha Murphy, B.S., Operations Manager
Robert Spear, B.A., M.B.A., Ph.D., Professor of Accounting, Gayle Bolt Price School of Graduate Studies
Belinda McDonald, B.S., M.S., Evening Assistant
GWU Main Campus - Boiling Springs
Gaston Center - Gaston College, Dallas, NC
Isothermal Center - Isothermal Community College, Rutherfordton
Richmond Center - Richmond Community College, Hamlet
Montgomery Center - Montgomery Community College, Troy

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Joe Williams, A.A., CCNP Voice, MCTS, ITIL, Network Administrator

Keith Thomas, A.A., Multimedia Support Technician

ADVANCEMENT

Monte K. Walker, B.S., Vice President for Advancement

M. Lynn Hicks, Administrative Assistant to the Vice President for Advancement

H. Woodrow Fish, B.S., M.Ed., Associate Vice President for Advancement,

Athletic Development and Alumni Relations

Pamela Baxter, Assistant Vice President for Advancement

Will Mabry, B.S., Director of the Bulldog Club

Leah Clevenger, B.A., M.Div., Director of Alumni Relations

Lindsey Skinner, B.S., Administrative Assistant to the Bulldog Club and Alumni Affairs

Bradley Vaughn, B.A., B.S., Assistant Director for Alumni Affairs

John Bridges, B.A., M.Div., Assistant Vice President for Advancement for Religious Studies

Aaron Hinton, B.A., Director of Church Relations and The Christian Service Organization

Wilson Brooks, B.S., Director of Marketing

Mary Beth Martin, B.A., M.B.A., Major Gift Officer

Sara L. McCall, B.A. M.B.A., M.B.A. +, Director of Annual Fund

Christina Morrow, Phonathon Coordinator

Rebecca Robbins, Associate Director of Advancement Services

Michelle Elmore, B.A., Prospect Research Specialist to Assistant VP for Advancement

Katie Lovelace, B.S., M.Div., Director of Creative Services

Matt Renfer, B.A., Staff Writer/Content Developer

Kathy E. Martin, A.A.S., Assistant Director of Graphic Design

Laura S. Mode, B.A., Graphic Designer

Ryan Gunter, A.A.S., B.A., Graphic Designer

Shaun Dover, A.S., B.A., Senior Web Designer/Developer

Noel T. Manning, II., B.A., Associate Vice President for Communications & Marketing

Niki Bliss-Carroll, Assistant Director of University Communications

Matthew Tessnear, B.S., Public Relations Specialist and Staff Writer

Mark A. Houser, B.A., Media Convergence Specialist

RADIO STATION/WGWW.ORG

Jeff Powell, B.A., M.A., Operations Manager/Program Director for WGWW

ENROLLMENT MANAGEMENT

David Hawsey, B.S., M.B.A., Vice President for Enrollment Management

Lisa Clary, Administrative Assistant to the Vice President for Enrollment Management

Anna Rippy, A.A.S., B.S., M.B.A., M.B.A. Plus Certification, Enrollment Management Systems Support

RETENTION

Sarah Currie, B.A., Director of Retention

UNDERGRADUATE ADMISSIONS

TBA, Associate Vice President for Undergraduate Admissions

Annie K. Freeman, B.S., Senior Associate Director of Admissions

Patricia L. Robbins, Office Manager

Miranda Hodge, B.S., Admissions Counselor
John Blalock, B.S., Assistant Director
Robin W. Leach, B.S., M.P.A., Admissions Counselor
Micah Martin, B.A., M.A., Admissions Counselor
Jeremiah Lokken, A.A., B.A., Admissions Counselor
Jessica Greer, B.S., Communications Coordinator
Mike Daves, B.S., M.Ed., Admissions Counselor
Brad Gilbert, B.B.A., Admissions Counselor
Shane P. McGrath, B.S., Admissions Counselor
Melissa Hemrick, B.S., Admissions Counselor
Elisabeth Edmonson, B.A., M.Div., Visit Coordinator for Undergraduate Admissions
Beth Davis, B.S., Data Coordinator

GRADUATE ADMISSIONS

Cheryl H. Griffith, Graduate Admissions Data Specialist
Jessica Jones, B.A., Graduate Admissions Office Manager
Kheresa W. Harmon, B.A., M.Div., Director of Admissions, School of Divinity
J. Lamont Reeves, B.S., M.Div./M.B.A., Director of Admissions, Graduate School
Heather Bridges, B.S., B.A., M.B.A., Director of Admissions, Graduate School of Business
Brandon Beach, B.A., Graduate Admissions Counselor
April Hoelke, B.A., M.Div./M.A. Graduate Admissions Enrollment Specialist
Deborah K. Wilkinson, B.S., M.B.A., Senior Director of Graduate Admissions

FINANCIAL PLANNING

Summer G. Nance, B.S., Assistant Vice President of Financial Planning
Suzanne Bonner, B.S., Associate Director of Financial Planning
Shannon N. Putnam, A.A.S., B.S., Senior Assistant Director of Financial Planning
Kathy Bridges, Financial Planning Counselor
Joseph B. Adams, B.S., M.A., Financial Planning Office Assistant
Jennifer Bowen, Financial Planning Office Assistant

STUDENT DEVELOPMENT

Delores “Dee” Hunt, B.S., M.Ed., D.A., Vice President and Dean of Student Development
Vickie Webb-Morrison, A.A.S., Administrative Assistant to the Vice President and Dean of Student Development

HOUSING AND RESIDENCE EDUCATION

John R. Johnson, B.A., M.S., Director of Housing and Residence Education
James W. Parker, B.S., M.A., Assistant Director of Student Conduct and Residence Education
Tyler H. Davis, B.S., M.B.A., Assistant Director of Housing and Residence Education
Jessika M. Raduly, B.S., M.B.A., Office Manager of Housing and Residence Education

COUNSELING SERVICES

Cindy Wallace, B.S., M.A., Director of Counseling

Michael Taub, B.S., M.A./Ed.S., Counselor

Courtney Gantt Watford, B.S., M.A./Ed.S., Counselor

CAREER DEVELOPMENT

Lisa Yerrick, B.S., M.S., Director of Career Development

Erin Cook, B.A., M.B.A., Assistant Director of Career Development

STUDENT ACTIVITIES, CAMPUS RECREATION, NEW STUDENT ORIENTATION

Karissa L. Weir, A.S., B.S., M.A., Director of Student Activities, Campus Recreation and New Student Orientation

Kelly D. Brame, B.A., M.Div., Assistant Director of Student Activities

Brian Arnold, B.A., M. Div., Assistant Director of Student Activities

Micah Martin, B.S., Director of Student Leadership Development and Community Engagement

Haley Pond, B.S., Office Manager

STUDENT LEADERSHIP DEVELOPMENT

Micah Martin, B.S., Director of Student Leadership Development and Community Engagement

UNIVERSITY POLICE

Barry S. Johnson, B.S., Chief of University Police

Larry J. Thomas, B.A., Captain

Barry Lane, Lieutenant, University Police Officer

Nathan Clark, University Police Officer

Tabbatha Pearson, University Police Officer/Investigator

Kenneth Phelps, University Police Officer

Danny McClain, University Police Officer

Randy Willis, University Police Officer

Teresa Harp, Office Manager

CHRISTIAN LIFE AND SERVICE

Tracy C. Jessup, B.A., M.Div., Ph.D., Vice President for Christian Life and Service;
Senior Minister to the University

D. Neal Payne, B.A., M.Div., Associate Minister to the University for Student Ministries

Stacy M. Simmons, B.S., M.Div., Associate Minister to the University for Pastoral Care

Teresa M. Davis, Administrative Assistant to the Office of Christian Life and Service

ATHLETICS

Charles S. Burch, B.A., M.S., Vice President for Athletics

Alison A. Kernicky, A.A., Administrative Assistant to the Vice President for Athletics
 Pamela C. Scruggs, A.A., Associate Athletics Director and SWA
 Michael J. Roebuck, B.A., M.B.A., Assistant Athletics Director for Academic Services
 Stephen T. Dolan, B.S., M.A., Assistant Athletics Director for NCAA Compliance
 Taylor Jordan, B.S., Compliance Coordinator
 Marcus C. Rabb, B.S., M.A., Assistant Athletics Director for Media Relations
 Whitney Noble, B.S., Director of Sports Information
 Ryan S. Bridges, B.A., M.A., Director of New Media
 Jim Corn, A.B., Assistant Athletics Director for Student-Athlete Enrichment and Head Women's
 Tennis Coach
 Will Corn, Facilities Coordinator
 Carroll McCray, B.A., M.A., Head Football Coach
 Kenneth Ray, B.S., Assistant Head Football Coach
 Rocco Adrian, B.A., Assistant Football Coach
 Travis Cunningham, B.S., Assistant Football Coach
 La'Donte Harris, B.S., Assistant Football Coach
 Randall McCray, B.S., M.Ed., Assistant Football Coach
 Issac Mooring II, B.A., Assistant Football Coach
 Brett Nichols, B.S., Assistant Football Coach
 Tim Craft, B.A., Head Men's Basketball Coach
 DeAntoine Beasley, B.S., Assistant Men's Basketball Coach
 Jeremy Luther, B.A., Assistant Men's Basketball Coach
 Paul Hemrick, B.B.A., B.S., Assistant Men's Basketball Coach
 Andrew Tulowitzky, B.S., Director of Men's Basketball Operations
 Rick L. Reeves, B.S., M.Ed., Head Women's Basketball Coach
 Dominique Hudson, B.A., Assistant Women's Basketball Coach
 Blake DuDonis, B.A., Assistant Women's Basketball Coach
 Brittni M. Young, B.S., M.S., Assistant Women's Basketball Coach
 Cierra Harris, B.A., B.S., Director of Women's Basketball Operations
 J. Russell "Rusty" Stroupe, B.S., M.A., Head Baseball Coach
 Kent Cox, B.A., M.A., Assistant Baseball Coach
 Ray Greene, B.S., Assistant Baseball Coach
 R. Anthony Setzer, B.S., M.A., Head Men's Soccer Coach
 J. Tyler Kettering, B.S., Associate Head Men's Soccer Coach
 Mike Varga, B.S., Head Women's Soccer Coach
 Samantha Huecker, B.S., B.A., M.A., Assistant Women's Soccer Coach
 Daniel Elliott, B.S., M.A., Head Wrestling Coach
 Nathan Schiedel, B.A., Assistant Wrestling Coach
 Michael G. Griffith, B.A., Head Men's Tennis Coach
 Thomas L. Burton, Jr., B.S., Head Men's and Women's Golf Coach
 Leo R. Sayles, B.A., Head Volleyball Coach

Bethany Martin, B.A., M.A., Assistant Volleyball Coach
Thomas L. Cole, III, B.S., M.S., Head Softball Coach
TBA, Assistant Softball Coach
TBA, Assistant Softball Coach
TBA, Director of Softball Operations
Brian D. Baker, B.A., Head Men's and Women's Track and Cross Country Coach
Mary Wood, B.A., B.A., B.A., M.A., Associate Head Men's and Women's Track and Cross Country Coach
Andy Fryman, B.S., Assistant Men's and Women's Track and Cross Country Coach
Michael D. Simpson, B.S., Head Swimming Coach
Nathan Rhoads, B.A., Assistant Swimming Coach
Joshua C. Stanfield, B.A., Assistant Swimming Coach
Jacquelyn Duggins, B.S., Head Women's Lacrosse Coach
Ben Sowders, B.S., M.A., Director of Strength & Conditioning
Kenna Smoak, B.S., M.A., Assistant Director of Strength & Conditioning
Lenea Brewton, B.A., Head Cheerleading Coach
Kevin T. Jones, A.B., M.A., Director of Athletic Training
Jon T. Mitchell, B.S., M.A., Service Program Director for Athletic Training
Kathleen Ayotte, B.S., M.A., Assistant Athletic Trainer
TBA, Assistant Athletic Trainer
Ally Connally, B.S., M.S., Assistant Athletic Trainer
Stephenie Stark, B.S., Assistant Athletic Trainer
Andrew Landry, B.S., M.S., Assistant Athletic Trainer
Kyle I. Zimmerman, B.S., M.Ed., Assistant Athletic Trainer